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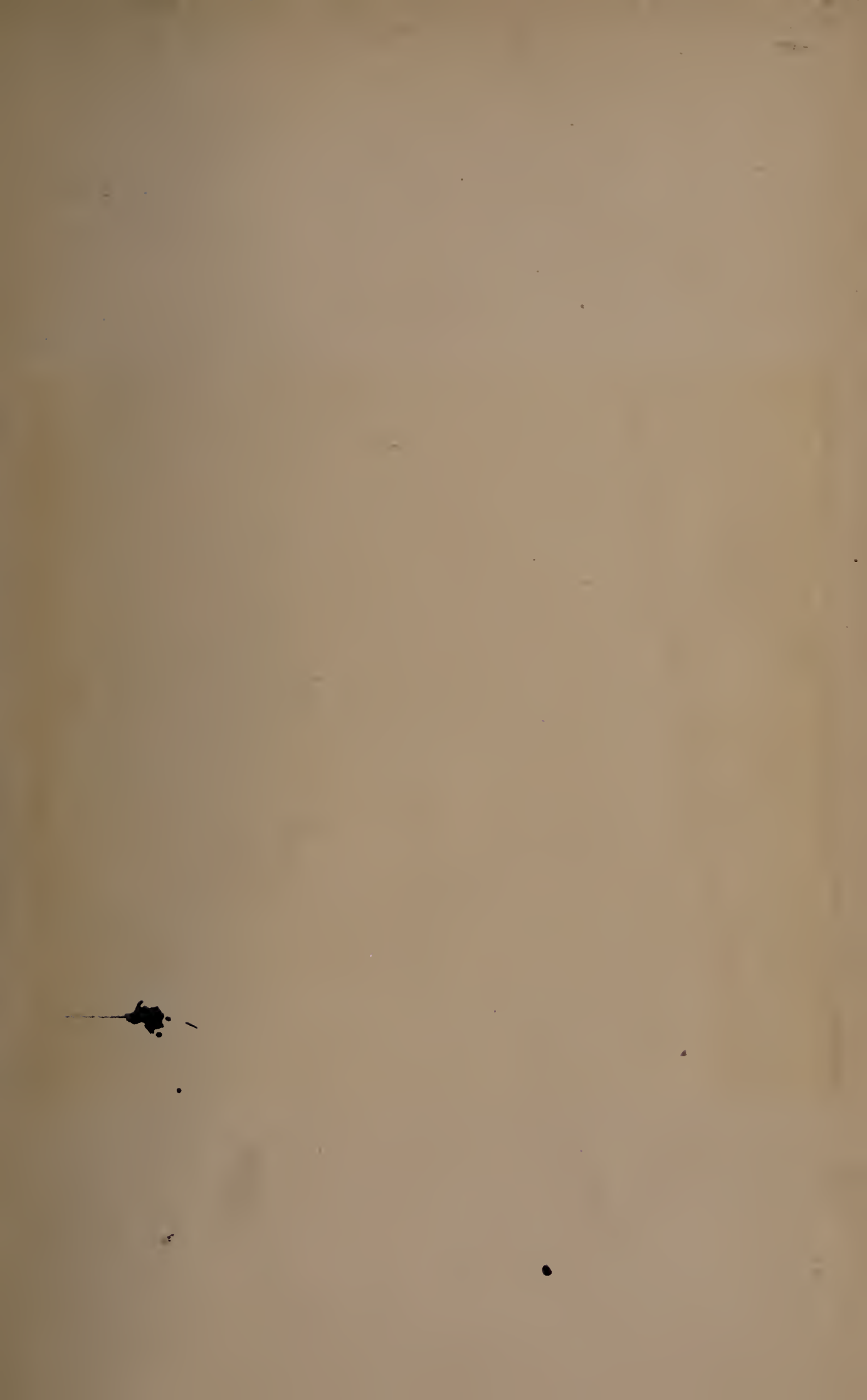
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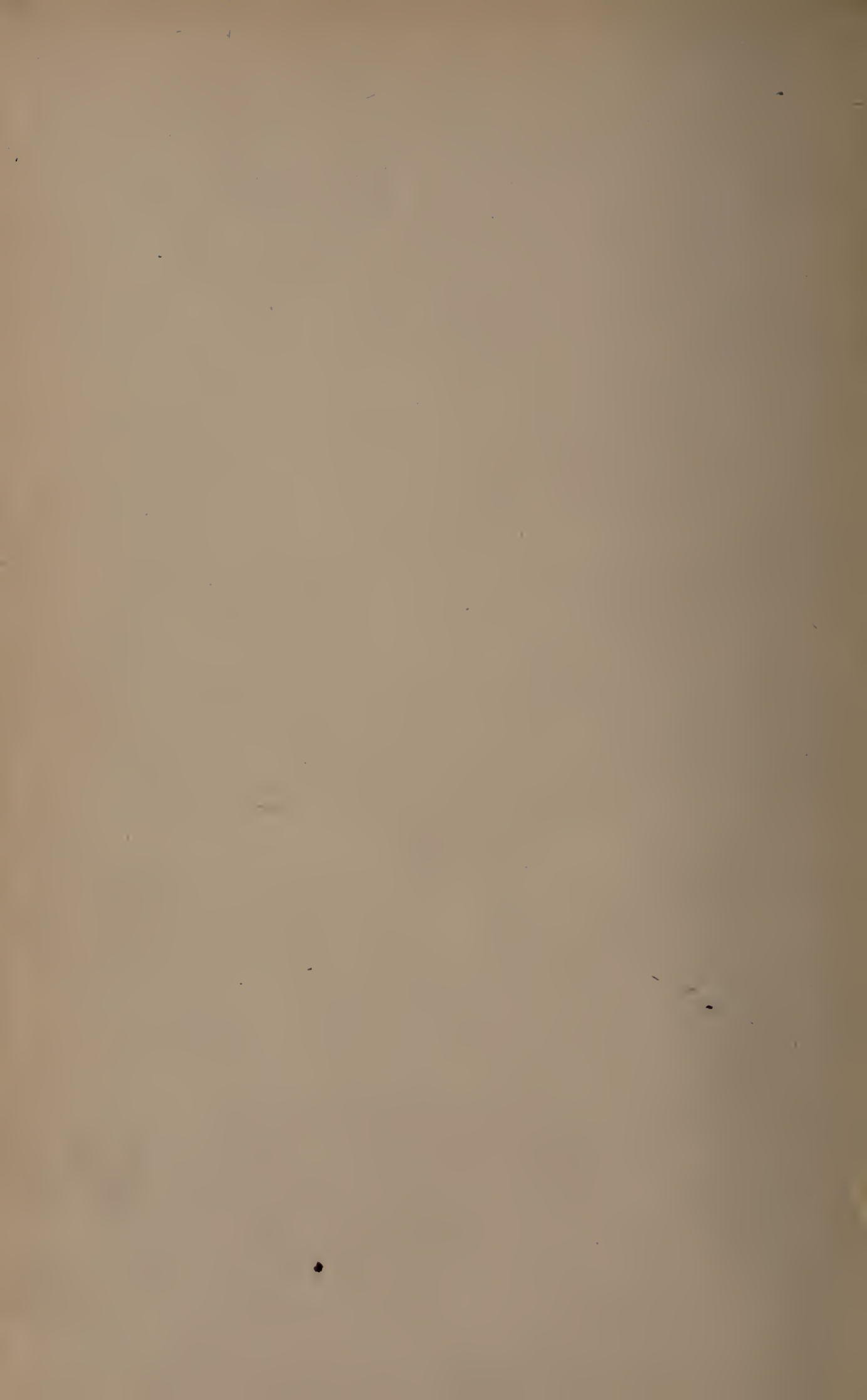


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\_\_\_\_\_  
William H. Ladd

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CHAUNCY-HALL SCHOOL HOUSE,  
259, Boylston Street, Boston.



**FIFTY-FIFTH ANNUAL**  
**CATALOGUE**  
OF THE  
**TEACHERS AND PUPILS**  
OF  
**CHAUNCY-HALL SCHOOL,**

No. 259, BOYLSTON STREET (NEAR DARTMOUTH),  
BOSTON.

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**1882-1883.**

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CONTAINING ALSO  
*Sketches of Part of the School Work and of the  
General Management.*

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BOSTON :  
DAVID CLAPP & SON, PRINTERS.  
35 Bedford Street.  
1883.

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1882-83

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By WILLIAM H. LADD.

*William H. Ladd,  
1882-83,  
July 1, 1883.*

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## CORPORATION.

The *school-house* is owned by an association of graduates, known as the CHAUNCY-HALL SCHOOL CORPORATION.

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### DIRECTORS:

NATHANIEL J. BRADLEE, *President.*  
BENJ. W. GILBERT, *Treasurer.*  
JAMES W. AUSTIN.  
HERBERT B. CUSHING.  
WM. P. KUHN.

# CALENDAR.

FIFTY-SIXTH YEAR, 1883-4.

1883.

For May and June, 1883, see next page.

September 10 and 11 (Mon. and Tues.), Examination of new scholars for Admission, and also of old ones conditioned from 1882-3.

New pupils who cannot be present on these days may be examined later or before the close of the summer term.

September 12 (Wed.), . . . . . Upper Departments open.

September 19 (Wed.), . . . . . Primary Department opens.

Oct. 1 (Mon.), . . . . . Kindergarten opens.

Dec. 22 to Jan. 1, inclusive, Christmas Holidays.

1884.

February 4 (Mon.), . . . . . Second half-year begins in Upper Departments.

February 6 (Wed.), . . . . . Second half-year begins in Primary Department.

\*May 24 to May 31, inclusive, Spring Holidays.

June 6, . . . . . Kindergarten closes.

June 18, . . . . . Primary Department closes, except for the first class.

June 24 (Tues.), . . . . . Promotion Day and close of Upper Departments.

For Abstracts and Composition, see p. 31.

## OTHER HOLIDAYS FOR 1883-4.

Saturdays—Washington's Birth Day—Fast Day and the subsequent day—the 17th of June, when granted to the public schools—\*three days in October—Thanksgiving and the subsequent day—the day after the Annual Exhibition.

☞ The right is reserved of granting also such other holidays—not exceeding five in number—as may seem advisable.

\* See page 42.

## CALENDAR,

MAY AND JUNE, 1883.

|                                       |                         |
|---------------------------------------|-------------------------|
| May 23 to May 30, inclusive . . . . . | Spring Holidays.        |
| June 8 . . . . .                      | Kindergarten closes.    |
| June 26 (Tuesday) . . . . .           | Promotion Day.          |
| June 27 . . . . .                     | Summer Vacation begins. |

Composition due May 21; Abstract, June 11.

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## INDEX.

|  |                              |            |
|--|------------------------------|------------|
| Abstracts of Authors                           | { List of, . . . . .         | 76, 77     |
|  | { Date when due, . . . . .   | 4, 31      |
| Absence, Notes for, . . . . .                  |                              | 108        |
| Arithmetic Not to have Help at Home, . . . . . |                              | 87         |
| Assistance on Difficult Points, . . . . .      |                              | 86, 108    |
| Board, . . . . .                               |                              | 42         |
| <b>BUSINESS</b>                                | { Preparation for, . . . . . | 44         |
|  | { Special Course, . . . . .  | 41, 46     |
|  | { Habits, . . . . .          | 45         |
| Calendar for School, . . . . .                 |                              | 3, 4       |
| Calisthenics, . . . . .                        |                              | 56         |
| Care of the Body (Primary), . . . . .          |                              | 130        |
| <b>CHILDREN from 9 to 12,</b> . . . . .        |                              | 59         |
| Classical Course, Regular, . . . . .           |                              | 33         |
| Class Rank, . . . . .                          |                              | 88         |
| Clubs—Athletic, . . . . .                      |                              | 120        |
| Literary, . . . . .                            |                              | 123        |
| Social, . . . . .                              |                              | 123        |
| <b>COLLEGE</b>                                 | { Preparation for, . . . . . | 47         |
|  | { Honors, . . . . .          | 48, 73, 79 |
| Coöperation of Parents, . . . . .              |                              | 68, 105    |
| <b>Course without Home Study,</b> . . . . .    |                              | 34         |
| Compositions, When due, . . . . .              |                              | 4, 31      |
| Dancing, . . . . .                             |                              | 123        |
| Delicate Children, . . . . .                   |                              | 34         |
| Declamation, . . . . .                         |                              | 31, 79     |

|  |                  |
|--|------------------|
| Desks, . . . . .   | 63               |
| Detentions, . . . . .  | 108              |
| Diplomas, . . . . .  | 111              |
| Dismissals, Early, . . . . .                                   | 69, 107          |
| <b>EDUCATION OF GIRLS,</b> . . . . .                           | 55               |
| Elocution, . . . . .   | 79               |
| English Course, Regular, . . . . .                             | 32               |
| Examinations, . . . . .  | 89, 109          |
| Exercises (Primary), . . . . .                                 | 132              |
| Exhibitions, . . . . .   | 94               |
| "    Order of Exercises, Feb., 1883, . . . . .                 | 96               |
| Eyesight, . . . . .  | 63               |
| Foundation of the School, . . . . .                            | 102              |
| <b>FRENCH,</b> . . . . .                                       | 55, 126          |
| Games and Sports, . . . . .                                    | 120              |
| General Exercises, . . . . .                                   | 31               |
| Good Manners, . . . . .  | 44, 67, 102, 106 |
| Graduates, Standing of, . . . . .                              | 44, 78, 106      |
| Greek, Time of beginning, . . . . .                            | 33               |
| <b>HEALTH,</b> . . . . .                                       | 57, 61, 130      |
| Heedless Children, . . . . .                                   | 94               |
| Holidays, . . . . .  | 3, 4, 42         |
| Home Reading, . . . . .  | 76               |
| Home Study, . . . . .  | 31, 64, 110      |
| Hours of School, . . . . .                                     | 108              |
| <b>Improvements,</b> . . . . .                                 | 124              |
| <b>Increase of Teachers,</b> . . . . .                         | 124              |
| Individual Training, . . . . .                                 | 9, 59, 67        |
| <b>INSTITUTE OF TECHNOLOGY</b> } Preparation for, . . . . .    | 50               |
| } Prizes, . . . . .  | 118              |
| Introduction, . . . . .  | 8                |
| <b>Kindergarten,</b> . . . . .                                 | 135              |
| Kinds of Children most benefited by Private Schools, . . . . . | 13               |
| <b>Latin</b> { Interest in, . . . . .                          | 48               |
| { Time of beginning, . . . . .                                 | 33               |
| <b>Lectures,</b> . . . . .                                     | 74               |
| List of Studies, . . . . .                                     | 31               |
| Literary and Rhetorical Department, . . . . .                  | 75               |

|   |                |
|---|----------------|
| Luncheons, . . . . .                                    | 65             |
| Mathematics not to have help at Home, . . . . .         | 87             |
| Medals, . . . . .                                       | 113            |
| Military Drill, . . . . .                               | 81             |
| "    Prizes, . . . . .                                  | 84, 117        |
| "    Uniform, . . . . .                                 | 81             |
| Misunderstandings, . . . . .                            | 10             |
| Mr. Cushing's Farewell, 1879, . . . . .                 | 104            |
| Natural Science, . . . . .                              | 70             |
| <b>Objections to the School</b> —Advertising, . . . . . | 19             |
| Business, too thorough, . . . . .                       | 18             |
| College, not good for, . . . . .                        | 17             |
| Girls, too few, . . . . .                               | 18             |
| Institute, too slow for, . . . . .                      | 17             |
| Personal Attention, . . . . .                           | 9, 59, 67, 124 |
| <b>PRIMARY</b> , . . . . .                              | 130            |
| Prizes for 1882, . . . . .                              | 119            |
| Promotions, . . . . .                                   | 109            |
| Public Library, . . . . .                               | 42             |
| <b>Public Schools</b> , . . . . .                       | 15             |
| Reading, . . . . .                                      | 76, 78         |
| Reception Days, . . . . .                               | 98             |
| Regulations, . . . . .                                  | 107            |
| Reports, Quarterly, . . . . .                           | 91             |
| Reports, Weekly, . . . . .                              | 91             |
| Singing, . . . . .                                      | 107            |
| Spelling, . . . . .                                     | 107            |
| Roster, . . . . .                                       | 85             |
| <b>Single Sessions, Evils of</b> , . . . . .            | 99             |
| Scholars of '82-'83, { List of Regular, . . . . .       | 21             |
| "    "    Special, . . . . .                            | 29             |
| "    "    Primary, . . . . .                            | 133            |
| "    "    Kindergarten, . . . . .                       | 137            |
| School Hours, . . . . .                                 | 108            |
| Societies and Clubs, . . . . .                          | 120            |
| Special Advantages, . . . . .                           | 14             |
| <b>Special Students</b> —Kinds Admitted, . . . . .      | 39             |
| Studies, . . . . .                                      | 39, 41         |
| Tuition, . . . . .                                      | 41             |

|                                 |  |                             |    |
|---------------------------------|--|-----------------------------|----|
| Studies, List of                | {  | Classical, . . . . .        | 33 |
|                                 |  | English, . . . . .          | 32 |
|                                 |  | Modern Languages, . . . . . | 34 |
| Superintendents, . . . . .      |  | 9, 126                      |    |
| "System," The School, . . . . . |  | 67                          |    |
| Teachers—                       | Upper Department, . . . . .                | 10                          |    |
|                                 | Primary Department, . . . . .              | 132                         |    |
|                                 | Kindergarten, . . . . .                    | 136                         |    |
| Terms, {                        | Times of beginning for Regulars, . . . . . | 3, 37                       |    |
|                                 | “ “ “ “ Specials, . . . . .                | 41                          |    |
|                                 | Tuition, (see below) . . . . .             |                             |    |
| Thoroughness, . . . . .         |  | 36, 102                     |    |
| Tuition—                        | Upper Department, . . . . .                | 37                          |    |
|                                 | Primary Department, . . . . .              | 132                         |    |
|                                 | Kindergarten, . . . . .                    | 136                         |    |
| Ventilation, . . . . .          |  | 61                          |    |
| Visitors, . . . . .             |  | 69, 10                      |    |

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## LOWER DEPARTMENTS.

### PRIMARY.

|   |         |
|---|---------|
| Care of the Body, . . . . .                   | 130     |
| Exercises, . . . . .                          | 132     |
| Intellectual and Æsthetic Training, . . . . . | 130     |
| Oral Instruction in French, . . . . .         | 131, 15 |
| Pupils, . . . . .                             | 133     |
| Teachers, . . . . .                           | 132     |
| Tuition, . . . . .                            | 132     |

### KINDERGARTEN.

|                     |     |
|---------------------|-----|
| Pupils, . . . . .   | 137 |
| Remarks, . . . . .  | 135 |
| Teachers, . . . . . | 136 |
| Tuition, . . . . .  | 136 |

## INTRODUCTION.

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MUCH of the catalogue necessarily remains the same, from year to year. Still, in every annual edition many alterations and additions are made, to correspond with the **improvements constantly going on** in the school; so it is respectfully asked of *parents who have children now at Chauncy Hall* that they examine all this catalogue, lest, as sometimes happens (see page 87), they may not get the full benefit of the advantages offered.

A close acquaintance with pages 107-110 (Privileges, Regulations, etc.) will often save trouble to parents, teachers, and pupils.

*For persons who are not acquainted with Chauncy Hall* a summary of its general principles is given on p. 67, and of some of its special advantages on pp. 14-16.

Further examination would show them that a complete course of school education is here furnished, from the Kindergarten and Primary Departments to that for Special Students of mature age; and that thorough preparation is made for **Business** (see p. 44), for **College** (see page 47), and for Scientific Schools, particularly the **Institute of Technology** (see p. 50). Regular military drill, four times a week (see page 81), is begun in the lowest class of the grammar-school grade, and is continued throughout the course.

The number of teachers is so large and the supervision so thorough, that the advantages of having different courses in the same institution are preserved, while the dangers are obviated.

The limited number of teachers in most High Schools tends to the neglect of the English studies for the sake of the ancient classics; but this evil is prevented at Chauncy Hall, by having a corps of classical instructors so unusually large in proportion to the number of pupils that the teachers in the English Depart-



ment are left free to devote themselves to the students who are fitting for the Institute of Technology or for Business, or who are remaining here for general culture without reference to any particular course of life.

The Principals will hear few recitations, but will use every exertion to ascertain the needs and capacities of each pupil. They will be much aided in this attempt if parents will give minute information in regard to the peculiarities of their children.

#### SUPERINTENDENTS.

Boys.—In addition to the supervision given by the Principals to the whole school, the boys of each class have their own superintendent, a teacher of experience and skill, whose especial duty it is to know the needs of every boy in that class, and his standing in each of his studies; to inspect carefully all the weekly and quarterly reports of his class; and to consult and advise *every week* with the other teachers of the class in respect to the work and progress of individuals, and of the class as a whole.

The same teacher, so far as is practicable, is continued as superintendent of the same boys as they advance from year to year to successive classes; thus securing the advantages of continuous intimate acquaintance and counsel.

Girls.—The superintendence of the girls of all classes is confined to one person, because she has no other school duty and therefore has ample time to attend to all the scholars under her care. See page 55.

Arrangements are made for

#### A COURSE WITHOUT HOME STUDY,

for those whose health does not allow them to do the full work of the school. See page 34.

#### SPECIAL STUDENTS

Are admitted to any class for which they are qualified, under the conditions stated on pages 39-41.

#### A POST-GRADUATE COURSE

Is open to Graduates of High Schools and to other persons of mature age. Students are now here preparing for professional schools without intending to go through college.

## LITTLE MISUNDERSTANDINGS ABOUT SCHOOL MATTERS.

Parents are invited to visit the school frequently and stay as long as possible. Their presence is not only a stimulus to their children, but it is a means by which little misunderstandings are cleared up. See page 69.

The amount of misstatements about school matters made unintentionally by honest, well-meaning scholars, is something incredible to any one but an experienced teacher.

Parents are earnestly requested to inquire *at once* about anything that seems wrong in the school management, and any suggestions they may make in regard to improvements will be gladly received, even if what they propose does not seem expedient for adoption.

*The Principals thank, most heartily, those parents who have so promptly followed these requests. If every one will take the same course, the efficiency of the school will be much increased.*

MAY, 1883.

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## BOARD OF GOVERNMENT AND INSTRUCTION.

---

Arranged, after the first two names, by length of connection with the School. The list is for the year 1882-3, except that the Superintendents are designated for 1883-4. The Superintendents for the current year are not specified because every scholar knows who they are. The Superintendent of the First Class for 1882-3 will take, in 1883-4, the charge of the Fourth Class, as appears in the following list, and corresponding changes are made for other classes, so far as is practicable; in order to continue the same teacher as superintendent of a given class until graduation, for the reason given on page 9.

Principal :

WILLIAM H. LADD.

Associate Principal, Superintendent of Class IV. :

MISS MARY H. LADD.

Head of Primary Department :

MISS SUSAN D. NICKERSON.

Superintendent of Class I.:

OLIVER F. BRYANT,

*Geography, Grammar, Modern History, and Book-keeping.*

J. B. TORRICELLI,

*French, Italian, and Spanish.*

BENJAMIN F. NUTTING,

*Drawing.*

Superintendent of Class II.:

EDWIN DEMERITTE,

*Latin, Greek, and Military Drill.*

Superintendent of Class III.:

JAMES B. TAYLOR,

*Latin, Ancient History, English Literature, and Elocution.*

DR. ERNEST W. CUSHING,

*Physiology and Hygiene.*

Superintendent of Class V.:

MISS MARY E. PEIRCE,

*German, English Literature, and Composition.*

Superintendent of Girls of all Classes:

MISS A. A. BRIGHAM.

Superintendent of Special Students:

MRS. ABBY F. HARRIS,

*English Literature and Elocution.*

WALTER C. HAGAR,

*Mathematics and Military Drill.*

MISS FANNIE V. VIAUX,

*French Conversation.*

MISS ALICE E. HOLDEN,

*Drawing and Mathematics.*

Superintendent of Class VI.:

MISS MARY A. J. FROTHINGHAM,

*Arithmetic, Chemistry, and Penmanship.*

Kindergartner:

MISS LUCY WHEELOCK.

MISS LOUISE L. BROCKWAY,

*Botany, Mineralogy, Physics, and Zoölogy.*

MISS JULIA C. CLARKE,  
*French.*

MISS ABBY L. SANGER,  
*Arithmetic.*

MRS. MARION ENDICOTT BROWN,  
*Grammar, Defining, and Latin.*

HENRY BAILY,  
*Latin, Greek, and Military Drill.*

DANIEL BATCHELLOR,  
*Singing in Kindergarten.*

MISS CARRIE L. SHATTUCK,  
*Arithmetic and Reading.*

Secretary :

MISS ANNA LINTON BLAKE.

MISS EULA P. BIXBY,  
*Mathematics, Composition, and Drawing.*

MISS EMILY W. COLE,  
*French.*

MISS JENNIE S. DAVIS,  
*Mathematics.*

MISS EMMA M. WADE,  
*Defining and Arithmetic.*

WALTER O. CARTWRIGHT,  
*Latin, Geography, and Military Drill.*

HARRY BENSON,  
*Singing.*

MISS HELEN E. STODDARD,  
*French and German.*

REST F. CURTIS,  
*Latin, Mathematics, and Composition.*

MISS JEANNIE EVANS,  
*Penmanship.*

MISS MARGARET B. BARNARD,  
*French.*

CLASSES OF CHILDREN WHO ARE ESPECIALLY  
BENEFITED BY PRIVATE SCHOOLS.

---

LEAVING entirely out of view those families who prefer private schools to public ones through the whole of school life, there are many cases where a private school,—abundantly supplied with accomplished and faithful teachers,—complements the work of the public schools. The following are some of the cases:—

Healthy, bright children, particularly boys, who wish to make more rapid progress than the arrangements of the public schools allow.

Backward boys or girls who cannot keep up in the public schools, but who are able to do class work here through the great amount of extra instruction for which some teacher is always ready.

Delicate children who cannot study out of school, but who can get a good education by the course mentioned on page 34.

Those who have unusual talent for Music, Painting, or Modern Languages, who either take the course last mentioned or come as special students. See page 39.

Graduates of High Schools who want one or two years more of general culture. See pages 9, 39.

Children who are peculiarly susceptible to changes of heat and cold, and who need to be where windows are never opened in cold weather and the temperature does not vary. See page 63.

Parents, who are not acquainted with Chauncy Hall, and who are considering the expediency of giving their children a broader culture than can be obtained in the schools which they are now attending, are invited to notice on the following three pages a summary of some facts which are worthy of their consideration.

## SPECIAL ADVANTAGES.

---

The following summary of some special advantages is made for persons unacquainted with the School, who may not have time to read the whole Catalogue.

---

ARRANGEMENTS for ventilation, equable temperature, light, and position, unequalled in any other building of its size. See pages 61-66 ; 130.

The success of its candidates at College (see pp. 48, 73, 79) and the Institute of Technology. See p. 51.

The attention to good manners and business habits ; and the fact that the business education is not confined to Arithmetic and Book-keeping, but gives such broad and generous culture as is demanded for a high position in the mercantile community. See pp. 103, 104, 44, 76, 77.

The pains taken to keep parents informed of the time and result of each separate lesson. See pages 69, 91.

The abundant aid furnished to pupils who need extra assistance. See pages 60, 86, 108.

The correct reading, writing, and speaking of the English language, begun at an early age, continued through the entire course, and supplemented by a critical study of the best authors. See pp. 135, 70, 75-78.

The arrangement of study, particularly that of natural science, for the development of the faculties in

natural order, starting from observation. See pages 31-34, 70-73.

The practice in French conversation, under a special teacher, in addition to the daily class lessons.

[In the Primary Department, daily instruction in French is entirely free.]

The admission of pupils from three to twenty years of age, so that all the children of a family can attend the same school.\*

The pleasant relations between teachers and pupils.

The courtesy shown by old members to new-comers. See page 106.

#### IN REGARD TO THE PUBLIC SCHOOLS

it is hoped that no person will suppose that any disparagement is intended of the admirable work there done. The self-sacrifice, ability, and skill, shown by the great majority of teachers and by a large number of the members of the school boards, should have the profound gratitude of every citizen. But the limitations under which such schools are necessarily conducted are better understood and more keenly felt by the teachers, who are laboring so conscientiously in the service of the state, than by any other persons. The fact that children of teachers and of members of school boards are always enrolled among the pupils here is the greatest compliment the school has. In comparison with the public schools, it is believed that Chauncy Hall may fairly present the following points :

ITS RETAINING OF THE TWO GREAT ADVANTAGES  
of the best public schools, namely—

Thorough discipline.

---

\* This year forty families have, each, two or more members in some part of the school.

The mingling of a large number of pupils, which is so valuable in training a boy for his future duties as a citizen.

ITS FREEDOM FROM THE DISADVANTAGES

of public schools :

In the size of the classes, particularly in languages. See p. 47.

In the few branches taken by each teacher. Pages 8-12 ; 104, 124.

In having the children grow up under the same set of teachers.

In an amount of personal attention impossible in any public school. *No claim is made that the teachers here are more skilful than those in the best public schools; but it is claimed that the arrangements of the school enable accomplished teachers to carry out their ideas in ways which the crowded condition of the public schools will not allow.*

In making its own regulations, so that it can meet the reasonable wants of individual cases without consulting any higher authority. Pages 34, 39, 107, 108.

In keeping a healthy moral sentiment, not only by the exclusion of scholars of bad character, but by privately dismissing any pupil whose influence seems objectionable, without the necessity of public investigation or of proving any particular offence on his part.



## OBJECTIONS TO THE SCHOOL.

---

DURING the summer of 1880 the number of new scholars entered was unusually large. In the conversations with the parents, notes were taken of remarks that had been made to deter them from sending their children here, and in a circular sent to all families in the next November, the section following in these two pages was especially addressed

*To the Families who have become connected with the School for the first time, this year.*

[As the same objections were heard last summer, and as most of them will probably be made for years to come, they are reprinted.]

The quotations will be familiar to many of you, as each one of them was reported several times during the conversations about the entrance of new pupils.

**NOT GOOD FOR COLLEGE.**—Those of you whose children are going to college have been told that “Chauncy Hall is a first rate English school, but college preparation can be better done in a school of different organization.” But you have decided that the bringing together of large numbers of boys of different aims, while the classical teaching is done in small classes, is the surest way of having the boy grow to be a man who shall be American in his sympathies while he is scholarly in his tastes.

**TOO SLOW FOR INSTITUTE.**—You have been told that in preparing for the Institute, “Chauncy is slow. Your son can be fitted a year sooner somewhere else.” You have consulted the officers of that institution and

decided that the standing of your son, when he graduates from the Institute, is of more consequence than the date of his entrance.

**TOO THOROUGH FOR BUSINESS.**—You have been told that, if your son is going into business, "All he needs is Arithmetic and Book-keeping. He will make just as much money without anything else." But you think a broader course is better, and you have decided to give him an education that will be a comfort to him when he meets the cares and anxieties which manhood will bring. And in those cases where age, weak eyes, or some other good reason makes it the wisest thing for him to take a limited course, you have preferred that his studies shall be carried on where he will have gentlemanly associates and be surrounded by refining influences.

**TOO LARGE FOR YOUNG CHILDREN.**—Those of you who have children between nine and twelve years old have heard it said: "Chauncy is too large; your boy will be lost there; a smaller school is better." But after careful examination you were unable to find any small school that could give your boy so much individual attention as is found here.

**TOO FEW GIRLS.**—To the parents of girls, it has been said: "How can you send your daughter to a school where the large majority are boys?" But you have decided that the best plan for your daughter is to go with her brother, as so many girls are doing this year; or, if she has no brother in attendance here, you have believed that a class, composed in part of well-bred boys, has a better influence upon her than one composed exclusively of her own sex.\*

---

\* As during the two years since this section was written over a hundred girls have been in different parts of the school, this objection loses weight.

## ADVERTISING.

Another objection not mentioned in the circular, from which the foregoing extracts are taken, has been made by visitors several times within the last few years, and is often heard outside the school,—“I wish you would not advertise so much.” “What is the use of advertising so extensively when the school is so well known?”

It was not thought best to make any public answer to the question until the experiment had been fully tried. But, now that the result is so satisfactory—every seat in the building being filled—it seems proper to give the reasons for this part of the school management.

Between four and five years ago, when important changes were contemplated, letters were sent to six well-known gentlemen deeply interested in the school, asking for suggestions in regard to business affairs. Their answers were lengthy and full of valuable recommendations. Four of them mentioned extensive advertising. As it was known that some persons do not believe in school advertising, it was necessary to ascertain the average feeling in the community.

So twenty-five prominent men were selected, all friends of the school, whose opinions on this subject were not known, and they were asked, “What do you think of a thorough course of advertising?” Three opposed it on the ground that “Good wine needs no bush”; two favored it mildly; twenty earnestly and heartily favored it. It was very interesting to notice the different reasons given for their approval. The one most generally given was, that there are hundreds of intelligent men anxious to do the best possible thing for their children who know nothing of the advantages offered at Chauncy Hall, and who are so busy that they

never will find out what they are losing unless their attention is called to the matter. The next reason most often mentioned was, that many mothers who are anxious about the health of their children should learn about the unrivalled sanitary arrangements of the building.

In accordance with this advice, the different ways in which the school can help parents have been widely spread before the public.

The result is beyond what the most sanguine friends of the school expected. The scholars are not only as many in number as are wanted, but they are above the average in character, ability, and health.

To the question "Why do you advertise so much when the school is absolutely full?"—the answer is, that every year between seventy and one hundred scholars leave; of whom about one third are regular graduates, and most of the remainder had been put here for some special purpose for but one or two years.

The same general system of advertising will therefore be pursued during the present year, and probably for many years to come.

**Great care will be taken that the actual work of the school shall exceed any published statements.**

## PUPILS.

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A few of the following are not doing the full work of their classes, but all have at least five studies.

| Names.                      | Residences.      |
|-----------------------------|------------------|
| Albert E. Adams, . . .      | Newton.          |
| Charles F. Aldrich, . . .   | } Charles St.    |
| Talbot B. Aldrich, . . .    |                  |
| Arthur H. Alley, . . .      | } Jamaica Plain. |
| Fred J. Alley, . . .        |                  |
| George R. Alley, . . .      |                  |
| Edward J. Andrews, . . .    | Beacon St.       |
| Lucy A. Andrews, . . .      | Newton.          |
| Ripley O. Anthony, . . .    | St. James Av.    |
| Albert C. Ashton, . . .     | Somerville.      |
| Herbert R. Atwood, . . .    | Columbus Av.     |
| Walter Austin, . . .        | } Arlington St.  |
| William F. Austin, . . .    |                  |
| Madeleine L. Bacon, . . .   | W. Cedar St.     |
| Arthur Balderston, . . .    | } Walnut Av.     |
| H. Ward Balderston, . . .   |                  |
| Frances W. Ballou, . . .    | Stoughton.       |
| Robert C. Bampton, . . .    | Dale St.         |
| Clarence A. Barnes, . . .   | } Moreland St.   |
| Edwin L. Barnes, . . .      |                  |
| George E. Batcheller, . . . | Boylston St.     |
| Harry W. Bates, . . .       | E. Weymouth.     |
| Herbert Bates, . . .        | Hyde Park.       |
| Charles L. Beal, . . .      | Circuit St.      |
| B. Malcolm Bean, . . .      | } Rutland Sq.    |
| John C. Bean, . . .         |                  |
| Henry N. Berry, . . .       | Lynn.            |
| Adolph Biewend, . . .       | Alleghany St.    |
| William W. Bird, . . .      | Cambridgeport.   |
| Clarence B. Bishop, . . .   | Washington St.   |
| Paul D. Blake, . . .        | Dorchester.      |
| Arthur C. Blanchard, . . .  | S. Framingham.   |
| Dwight Blaney, . . .        | Dartmouth St.    |

|                               |                     |
|-------------------------------|---------------------|
| Herbert C. Blaney, . . .      | Washington St.      |
| William S. Bliss, . . .       | Carson City, Na.    |
| Willard L. Bowker, . . .      | Walpole.            |
| Charles F. Bradford, . . .    | E. Boston.          |
| Arthur T. Bradlee, . . .      | } Beacon St.        |
| Edward C. Bradlee, . . .      |                     |
| Henry G. Bradlee, . . .       |                     |
| Fred E. Bramhall, . . .       | Lynn.               |
| George C. Brewer, . . .       | Newton.             |
| Clara H. Briggs, . . .        | Dorchester.         |
| Frederic H. Briggs, . . .     | Beacon St.          |
| Carroll N. Brown, . . .       | W. Medford.         |
| Marion L. Brown, . . .        | Allston.            |
| Arthur B. Bryant, . . .       | Woburn.             |
| Francis S. Bryant, . . .      | Charlestown.        |
| Julius H. Bryant, . . .       | Woburn.             |
| Emma F. Bugbee, . . .         | Hancock St.         |
| Edward P. Burgess, Jr., . . . | Dedham.             |
| Emilie E. A. Burkhardt, . . . | } Roxbury.          |
| Hermann F. Burkhardt, . . .   |                     |
| H. Otto Burkhardt, . . .      |                     |
| Edgar Burrage, . . .          | Newbury St.         |
| Harry L. Buswell, . . .       | Stoneham.           |
| Charles S. Butler, Jr., . . . | Commonwealth Av.    |
| Henry L. Caldwell, Jr., . . . | Cambridgeport.      |
| Julian A. Cameron, . . .      | Westford.           |
| Frank S. Chaffee, . . .       | Newtonville.        |
| Louis O. Cheever, . . .       | E. Boston.          |
| Edwin O. Child, . . .         | St. James Av.       |
| Arthur T. Clark, . . .        | Worcester St.       |
| Cyrus P. Clough, . . .        | } Lynnfield Centre. |
| Nellie D. Clough, . . .       |                     |
| Charles D. Cobb, . . .        | Cambridge.          |
| William M. Colby, . . .       | Wakefield.          |
| Malcom B. Cole, Jr., . . .    | E. Somerville.      |
| Harold J. Coolidge, . . .     | Beacon St.          |
| Albert E. Cushing, . . .      | Jamaica Plain.      |
| Thomas J. Cushing, . . .      | Cohasset.           |
| Martha B. Cutler, . . .       | Columbus Av.        |

|                                |                     |
|--------------------------------|---------------------|
| D. Harry Darling, . . .        | Wakefield.          |
| Fred H. Day, . . .             | Norwood.            |
| Florence DeMeritte, . . .      | Hyde Park.          |
| George L. Dodd, . . .          | W. Canton St.       |
| Tileston Dorr, . . .           | Dorchester.         |
| Mary W. Dove, . . .            | Monroe St.          |
| Samuel T. Downer, . . .        | Somerville.         |
| Carrie E. Drake, . . .         | Sharon.             |
| Shirley P. Draper, . . .       | Worcester St.       |
| Henry J. Duncan, . . .         | Lynn.               |
| Edward O. Dustin, . . .        | Somerville.         |
| Caroline D. Eager, . . .       | Canton.             |
| George D. Eldridge, Jr., . . . | Newton Highlands.   |
| Arthur B. Emmes, . . .         | Brookline.          |
| Willard W. Estabrook, . . .    | Rutland Sq.         |
| Charles F. Fairbanks, . . .    | Newbury St.         |
| George F. Fay, . . .           | Boston Highlands.   |
| Walter I. Field, . . .         | Dorchester.         |
| James T. Fisher, . . .         | Roxbury.            |
| Harry D. Floyd, . . .          | Lynn.               |
| Dexter F. Follett, . . .       | Revere House.       |
| Herbert S. Forman, . . .       | Lynn.               |
| Arthur M. Forristall, . . .    | W. Newton St.       |
| Elizabeth A. Foster, . . .     | Roxbury.            |
| Joseph W. Foster, . . .        | Berwick Pk.         |
| James S. Freeman, . . .        | Gardner.            |
| Jennie French, . . .           | E. Broadway, S. B.  |
| William L. Frost, . . .        | Tremont St.         |
| Albert G. Frothingham, . . .   | } Malden.           |
| Anna S. Frothingham, . . .     |                     |
| George A. Frye, . . .          | Charlestown.        |
| Edwin L. Furber, . . .         | } Boston Highlands. |
| Everett H. Furber, . . .       |                     |
| William H. Garrett, . . .      | Jamaica Plain.      |
| B. Russell Gilbert, . . .      | Newton Lower Falls. |
| Walter Goodyear, . . .         | Newton.             |
| Aaron Greenewald, . . .        | Wilmington, N. C.   |
| Harold Griffing, . . .         | Newbury St.         |
| Corinne D. Grilley, . . .      | Worcester Sq.       |

|                            |                      |
|----------------------------|----------------------|
| Eben E. Guernsey, . . .    | Framingham.          |
| Carry W. Guppy, . . .      | } Charlestown.       |
| George Guppy, . . .        |                      |
| Lyndon D. Gurney, . . .    | Atlantic.            |
| J. Brenard Hall, . . .     | E. Dennis.           |
| Ralph L. Hall, . . .       | Medford.             |
| George B. Hancox, . . .    | Somerville Centre.   |
| Herbert A. Harris, . . .   | Marblehead.          |
| Napoleon Harvey, . . .     | E. Foxboro'.         |
| Edwin F. Haserick, . . .   | Commonwealth Av.     |
| Henry W. Hastings, . . .   | Berlin.              |
| Walter E. Henry, . . .     | Stoughton.           |
| Franklin Henshaw, . . .    | Beacon St.           |
| Charles E. Heyer, . . .    | } Continental Hotel. |
| Josephine Heyer, . . .     |                      |
| Charles H. Higgins, . . .  | Longwood.            |
| Harry C. Hill, . . .       | Union Pk.            |
| John Hitchcock, Jr. . . .  | Union Pk.            |
| Arthur D. Hitchings, . . . | Saugus.              |
| Benjamin Hobart, . . .     | Brighton.            |
| Oscar H. Holder, . . .     | Beacon St.           |
| Clara H. Hollis, . . .     | Hotel Alexandra.     |
| Gilbert H. Hood, . . .     | Derry, N. H.         |
| Charles S. Howard, . . .   | } Newton.            |
| Mary J. Howard, . . .      |                      |
| Harry T. Huguley, . . .    | W. Newton St.        |
| Charles E. Ingalls, . . .  | Winthrop.            |
| George C. Ingraham, . . .  | Hotel Berwick.       |
| Charles M. James, . . .    | Brookline.           |
| Annie C. Johnson, . . .    | Charlestown.         |
| Mary E. Jones, . . .       | Columbus Av.         |
| Samuel W. Kendall, . . .   | Waltham.             |
| Arthur W. Kennard, . . .   | St. James Av.        |
| Edward B. Kent, . . .      | Clifftondale.        |
| O'Neil R. Kimball, . . .   | Malden.              |
| H. Manley Lane, Jr., . . . | Smithfield, Mo.      |
| Ada L. Langley, . . .      | W. Newton St.        |
| Louise Lawrence, . . .     | Hotel Brunswick.     |
| Francis W. Lee, . . .      | Marlboro' St.        |



|                                 |   |                     |
|---------------------------------|---|---------------------|
| Ethel L. Leigh, . . . . .       | } | Worcester Sq.       |
| Walter Leigh, . . . . .         |   |                     |
| Herbert M. Leland, . . . . .    |   | Tremont St.         |
| Fred B. Leonard, . . . . .      |   | Boylston St.        |
| Fred H. Lewis, . . . . .        | } | Worcester St.       |
| Weston K. Lewis, . . . . .      |   |                     |
| Myron A. Lochman, . . . . .     |   | Somerville.         |
| Charles A. Locke, . . . . .     |   | Lexington.          |
| Martin Gay Lombard, . . . . .   |   | Cambridge.          |
| John O. Loring, . . . . .       |   | N. Andover.         |
| Mary E. Lund, . . . . .         |   | E. Somerville.      |
| Donalena MacDonald, . . . . .   | } | Northampton St.     |
| Flora MacDonald, . . . . .      |   |                     |
| Jessie MacDonald, . . . . .     |   |                     |
| Helen L. Maloy, . . . . .       |   | Roxbury.            |
| Percy Manchester, . . . . .     |   | Boylston St.        |
| Edward A. Manson, . . . . .     |   | Quincy, Ill.        |
| Carrie H. March, . . . . .      |   | Watertown.          |
| Henry Martyn, . . . . .         |   | Roxbury.            |
| Henry B. McMahan, . . . . .     |   | S. Boston.          |
| Adelbert F. Mead, . . . . .     |   | W. Acton.           |
| Frank W. Merrifield, . . . . .  |   | Watertown.          |
| Ellis F. Miller, Jr., . . . . . |   | Cambridge.          |
| William R. Morgan, . . . . .    |   | Everett.            |
| Marie G. Morris, . . . . .      |   | Charlestown.        |
| Fred G. Morrison, . . . . .     |   | Braintree.          |
| Minnie A. Morss, . . . . .      |   | Dorchester.         |
| Albert W. Mullin, . . . . .     |   | Somerville.         |
| Hermann D. Murphy, . . . . .    |   | Stoneham.           |
| Henry J. Nazro, Jr., . . . . .  |   | Savin Hill Av.      |
| Albert F. Neale, . . . . .      |   | Pembroke St.        |
| Allston W. Newton . . . . .     |   | Fayville.           |
| Maude M. Nickerson, . . . . .   | } | Dorchester.         |
| Myra Nickerson, . . . . .       |   |                     |
| Howes Norris, Jr., . . . . .    |   | Cottage City, M. V. |
| Bertie F. Odell, . . . . .      |   | Columbus Av.        |
| Lilian F. Osgood, . . . . .     |   | Roxbury.            |
| G. Fred Otis, . . . . .         |   | Everett.            |
| Marshall B. Packard, . . . . .  |   | Sharon.             |

|                         |   |   |   |                        |
|-------------------------|---|---|---|------------------------|
| Florence V. Park,       | . | . | } | Montgomery Pl.         |
| Osmond F. Park,         | . | . |   |                        |
| Laura L. Parks,         | . | . | } | Hotel St. Cloud.       |
| Samuel L. Parks,        | . | . |   |                        |
| Frederick E. Parlin,    | . | . |   | Temple St.             |
| Percy G. Parsons,       | . | . |   | Columbus Av.           |
| F. Alaric Pelton,       | . | . |   | Dedham.                |
| Lillian H. Percival,    | . | . |   | Newbury St.            |
| Herbert A. Perkins,     | . | . |   | Charlestown.           |
| Frederick L. Perry,     | . | . |   | Tremont St.            |
| Natt E. Plumer,         | . | . |   | Everett.               |
| Fred H. Pollard,        | . | . |   | Dorchester.            |
| Harris O. Poor,         | . | . |   | Commonwealth Av.       |
| Carroll Potter,         | . | . |   | Charles River Village. |
| William D. Powell,      | . | . |   | Rochester, N. Y.       |
| E. Austin Poyen,        | . | . |   | Merrimac.              |
| John S. Pratt,          | . | . |   | Concord.               |
| James S. Pray,          | . | . |   | Worcester St.          |
| Charles W. Prentiss,    | . | . |   | Arlington.             |
| Frank Priest,           | . | . |   | Hotel Dearborn.        |
| Arthur C. Putnam,       | . | . |   | Mt. Vernon St.         |
| Henry M. Putney,        | . | . |   | Wellesley Hills.       |
| Henry S. Raymond,       | . | . |   | Lexington.             |
| W. Maxwell Reed,        | . | . |   | Beverly.               |
| Charles G. Rice,        | . | . |   | Beacon St.             |
| Charles O. Richardson,  | . | . |   | Cottage Pl.            |
| Roderick W. Richardson, | . | . |   | Dorchester.            |
| S. Irving Richardson,   | . | . |   | United States Hotel.   |
| William B. Richardson,  | . | . |   | Tremont St.            |
| Frederic L. Roberts,    | . | . |   | Everett.               |
| Harold B. Roberts,      | . | . |   | Cambridge.             |
| Charles L. Robinson,    | . | . |   | Somerville.            |
| May F. Robinson,        | . | . |   | Malden.                |
| Fred P. Royce,          | . | . |   | Dorchester.            |
| John C. Runkle,         | . | . | } | Brookline.             |
| Kate B. Runkle,         | . | . |   |                        |
| Charles W. Sabine, Jr., | . | . |   | Brookline.             |
| Frank H. Sampson,       | . | . | } | Boston.                |
| Willard Sampson,        | . | . |   |                        |

|                               |                     |
|-------------------------------|---------------------|
| Fred D. Sanborn, . . .        | Port Huron, Mich.   |
| Kate E. Sanborn, . . .        | Port Huron, Mich.   |
| John R. Sanderson, . . .      | Marlboro'.          |
| Fred L. Sargent, . . .        | Boylston Pl.        |
| Alsom G. Sawyer, . . .        | Allston.            |
| Fred W. Sawyer, . . .         | } Jamaica Plain.    |
| Henry B. Sawyer, . . .        |                     |
| George A. Sawyer, Jr., . . .  | Marlboro' St.       |
| Walter D. Sawyer, . . .       | Hyde Park.          |
| Judah H. Sears, . . .         | Chester Sq.         |
| Edward S. Shepard, . . .      | Sharon.             |
| Luther D. Shepard, Jr., . . . | Harrison Sq.        |
| Thomas H. Shepard, . . .      | Harrison Sq.        |
| Harry T. Sherman, . . .       | Boston.             |
| George H. Simonds, Jr., . . . | } Columbus Av.      |
| Hattie C. Simonds, . . .      |                     |
| Dan L. Smith, . . .           | W. Newton St.       |
| Edwin C. Smith, . . .         | Melrose Highlands.  |
| Florence D. Smith, . . .      | Norwood.            |
| Elbridge G. Snow, . . .       | Hotel St. Cloud.    |
| Clarence V. Souther, . . .    | } S. Boston.        |
| Joaquin J. Souther, . . .     |                     |
| Henry Souther, Jr., . . .     | S. Boston.          |
| Frank P. Spear, . . .         | E. Boston.          |
| Lucy M. Spear, . . .          | Quincy.             |
| Goldwin S. Sprague, . . .     | Hotel Waterston.    |
| Marcus T. Spring, . . .       | Danvers.            |
| Charles F. Stahl, . . .       | Hersey Pl.          |
| William B. Stearns, . . .     | Brookline.          |
| Edward F. Stone, . . .        | Hyde Park.          |
| Griswold Stowe, . . .         | Belmont.            |
| Henry B. Stowell, . . .       | Clifford St.        |
| Henry S. Susmann, . . .       | Upton St.           |
| Edgar E. Sutro, . . .         | San Francisco, Cal. |
| Joseph A. Tailby, . . .       | Wellesley.          |
| Henry R. Talbot, . . .        | Marlboro' St.       |
| Theodore C. Tebbetts, . . .   | Lynn.               |
| Alexander C. Thayer, . . .    | Cambridge.          |

|                              |                     |
|------------------------------|---------------------|
| Fred H. Thayer, . . .        | Sheboygan, Wis.     |
| William R. Thomas, . . .     | Roxbury.            |
| M. Moselle Thompson, . . .   | Jamaica Plain.      |
| Arthur B. Tirrell, . . .     | Allston.            |
| Mary Alice Tufts, . . .      | } Charlestown.      |
| Fannie L. Tufts, . . .       |                     |
| Theolotia H. Twichell, . . . | Brookline.          |
| Jessie I. Upham, . . .       | Dwight St.          |
| Davis R. Vail, . . .         | Walnut Av.          |
| Hugh E. Voorhies, . . .      | Keokuk, Iowa.       |
| Ralph Vose, . . .            | Hyde Park.          |
| E. Burke Walbridge, . . .    | E. Broadway, S. B.  |
| Blanche B. Walker, . . .     | } Rutland Sq.       |
| Guy W. Walker, . . .         |                     |
| Harry C. Walker, . . .       | Cambridgeport.      |
| Alice M. Walton, . . .       | W. Newton.          |
| John B. Warren, . . .        | Roxbury.            |
| Harry C. Waterman, . . .     | } Hanover.          |
| William R. Waterman, . . .   |                     |
| Arthur P. Watson, . . .      | } Sharon.           |
| Herbert J. Watson, . . .     |                     |
| Edwin S. Webster, . . .      | } Forest Hills.     |
| Laurence J. Webster, . . .   |                     |
| George H. Wheeler, . . .     | Allston.            |
| John R. Whipple, . . .       | Hotel St. Cloud.    |
| Russell Whitcomb, . . .      | Chester Sq.         |
| Edith E. White, . . .        | Boylston St.        |
| Allen H. Williams, . . .     | Fort Wayne, Ind.    |
| Stedman Williams, Jr., . . . | Commonwealth Hotel. |
| Charles E. Wilson, . . .     | Saugus.             |
| Edmund T. Wilson, . . .      | Peabody.            |
| Arthur G. Wood, . . .        | Rutland Sq.         |
| Fred. J. Wood, . . .         | W. Canton St.       |
| W. Whitney Wood, . . .       | Cambridgeport.      |
| Roland P. Woodbury, . . .    | Beverly.            |
| Arthur L. Woods, . . .       | Union Park.         |
| George A. Woods, . . .       | W. Medford.         |
| Hortense Woodvine, . . .     | Tremont St.         |

## SPECIAL STUDENTS,

Having not over four studies, besides Military Drill for boys and Calisthenics for girls. (See pp. 39-41.)

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|--|-------------------|
| Edward C. Albree,  | Concord St.       |
| <i>Special Business Course, Literature.</i>              |                   |
| Thomas S. Burr,  | Melrose.          |
| <i>German, Latin, French Conversation, Penmanship.</i>   |                   |
| Grace E. Chipman,  | Cambridgeport.    |
| <i>Arithmetic, English History, French.</i>              |                   |
| Eugene A. Clark,   | S. Framingham.    |
| <i>Arithmetic, Book-keeping, Grammar, Literature.</i>    |                   |
| George Haven,  | Somerville.       |
| <i>Special Business Course.</i>                          |                   |
| Carrie J. Herrick,                                       | Warren Av.        |
| <i>Greek History, Literature.</i>                        |                   |
| Lemuel Hitchcock,  | Hotel Vendome.    |
| <i>Arithmetic, Book-keeping, Penmanship, Literature.</i> |                   |
| Bessie R. Johnson,                                       | Whitehouse, N. J. |
| <i>Latin, Declamation.</i>                               |                   |
| Margaret W. Leighton,                                    | Malden.           |
| <i>Geography, Grammar.</i>                               |                   |
| Mabel J. Mann,   | Cambridgeport.    |
| <i>French.</i>   |                   |
| Alice Monroe,  | Chelsea.          |
| <i>Literature.</i>                                       |                   |

- Clarence W. Pelton, Dedham.  
*Arithmetic, Chemistry, Mineralogy, Literature.*
- Helen R. Robinson, Malden.  
*French.*
- Miriam G. Robinson, Neponset.  
*French.*
- Austin E. Ruddock, West Newbury.  
*Special Business Course, French.*
- Mary S. Simonds, Columbus Av.  
*Literature, Vocal Culture.*
- Herbert C. Smith, Chelsea.  
*French, German.*
- Edith Stevens, Columbus Av.  
*Literature, French.*
- Susan A. Whiting, Berwick Park.  
*Literature, Algebra, French.*
- Hattie Woodward, Somerville.  
*Algebra, Geometry.*

LIST OF STUDIES FOR 1883-4  
IN  
THE FULL REGULAR COURSES.

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MANY years of careful observation prove the following to be adapted to any pupil who possesses ordinary ability and good health.

The arrangement is designed to develop the faculties according to nature, by cultivating the powers of observation in the younger pupils, and by deferring to a more mature age those studies that mostly demand reasoning.

Daily out-of-school study is required. (For course requiring no home study, see page 34; for Special Students, see page 39.)

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GENERAL EXERCISES.

COMPOSITIONS by all classes except the Sixth—Oct. 8, 29, Nov. 19, Dec. 10, 1883; Jan. 7, 28, Feb. 25, March 17, April 7, 28, May 19, 1884. (See p. 109.)

[These dates for compositions indicate but a small part of the time really given to this very important exercise.]

ABSTRACTS OF AUTHORS, by the First, Second, and Third Classes, Oct. 1, 22, Nov. 12, Dec. 3, 1883; Jan. 2, 21, Feb. 18, March 10, March 31, April 21, May 12, June 9, 1884. (See pp. 76, 77.)

[For partial list of authors see pp. 75-77.]

\*Declamation every third week.

Military Drill four times a week for boys.

Gymnastics and Vocal Culture four times a week for girls.

Short Lectures on different subjects (see p. 74).

Vocal Music (see p. 107).

Penmanship.

Written Spelling Lessons every day (see p. 107).

Definitions.

Drawing.

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\* Assistance in Declamation and Reading can usually be had from 9.30 to 1, and from 2.15 to 4.

## ENGLISH DEPARTMENT.

## SIXTH CLASS.

(See p. 59 for the arrangements for these young children.)

Geography;  
Map Drawing from Memory;  
Language Lessons;  
Oral Arithmetic;  
Decimal Fractions and Properties of Numbers, including Factoring, Greatest Common Divisor, Least Common Multiple, and U.S. Money;  
Reading;  
Oral Lessons in Natural History;  
Oral Lessons in Geometry;  
Stories from Mythology and Poetry.

## FIFTH CLASS.

Geography;  
Map Drawing from Memory;  
Oral History of the United States;  
Grammar;  
Oral Arithmetic;  
Common Fractions; Metric System; Compound Numbers;  
Reading;  
Oral Lessons in Natural History;  
Geometrical Drawing.

## FOURTH CLASS.

Geography;  
Map Drawing from Memory;  
Grammar;  
Geometrical Problems;  
Compound Numbers; Percentage; Interest;  
Reading; School Days at Rugby;  
History of the United States;  
Oral Lessons in Botany;  
Oral Lessons in Mineralogy.

## THIRD CLASS.

Geography;  
Map Drawing from Memory;  
Grammar;  
History of England;

Percentage reviewed; Discount;  
Partial Payments; Proportion;  
Practical Exercises in Geometry;  
Algebra, through Factoring;  
Scott's Poetical Works;  
Natural Philosophy, Oral.

## SECOND CLASS.

Grammar and Punctuation;  
Constitutional History of the U. S.;  
History of Rome;  
Physics;  
Arithmetic, including the Metric System;  
Algebra;  
Geometry;  
Irving's Works.

## FIRST CLASS.

History of Greece;  
Geography, Ancient and Modern;  
Arithmetic, including the Metric System;  
Business Arithmetic;  
Book-keeping;  
Olney's Complete Algebra;  
Geometry;  
Chemistry;  
Botany;  
Mineralogy;  
Shakespeare;  
General Literature;  
The English Authors required for admission to Harvard University.  
See page 77.

## EXTRA CLASS.

History;  
Advanced Physics;  
Higher Algebra;  
Geometry;  
Analytical Geometry;  
Trigonometry;  
Shakespeare;  
English Authors;  
Modern Classics.



## CLASSICAL DEPARTMENT (See p. 47).

## SIXTH CLASS.

Latin Grammar;  
Jones's Latin Lessons.

## FIFTH CLASS.

Latin Grammar;  
Jones's or Leighton's Latin Lessons;  
Latin Prose Composition;  
Cæsar, begun.

## FOURTH CLASS.

Latin Grammar and Composition;  
Cæsar's Commentaries;  
Goodwin's Greek Grammar;  
White's First Lessons in Greek.

## THIRD CLASS.

Latin and Greek Grammar and Com-  
position;  
Selections of Latin Prose and Latin  
at sight;  
Cæsar's Gallic War; Virgil;

White's First Lessons in Greek,  
finished;  
Xenophon's Anabasis, begun.

## SECOND CLASS.

Latin and Greek Grammar;  
Bennett's First Latin Writer;  
Virgil's Æneid, Books I.—VI.;  
Cæsar's Civil War, at sight;  
Xenophon's Anabasis and Hellenica,  
at sight;  
Jones's Greek Prose Composition.

## FIRST CLASS.

Latin and Greek Grammar;  
Bennett's Second Latin Writer;  
Virgil's Æneid, Books VII.—X.;  
Ovid and Cicero at sight;  
Cicero's Orations;  
Herodotus;  
Homer's Iliad, Books I.—III.;  
Sidgwick's Greek Prose Composition;  
Sight Reading from various Latin  
and Greek Authors.

## TIME FOR BEGINNING LATIN AND GREEK.

Classes in Latin are formed annually in September, and the course of preparation for College occupies six years. This time may be shortened when the age and progress of the pupil make it expedient. It is most advantageous for pupils to join the sixth Latin class at the same time that they enter the fifth class in the English department. Pupils intended for College lose time in preparation, if their Latin is begun later. A Latin Class is formed in February, which ultimately joins that which begins the following September. This class is intended to make the beginning of the study of Latin easier for young pupils and those who learn with difficulty, and the lessons are made short.

Those who take up Latin in February should do so when in the sixth class in English studies.

Greek is begun at the end of the second year of Latin.

So many scholars have begun Latin since last September that, according to the custom mentioned on page 47, the class has been divided into several sections, and those composed of older pupils have gone on rapidly.

## MODERN LANGUAGES.

## FRENCH CLASSES.

Otto's French Grammar, by Bôcher ;  
 Bôcher's French Reader ;  
 Sadler's English into French ;  
 Selections from the Classics ;  
 Selections from Modern Authors ;  
 Taine's Notes on England ;  
 " " " Italy ;  
 Ancient and Modern French Plays.

## GERMAN CLASSES.

During the first half-year, most of  
 the instruction is oral.  
 Worman's First German Book ;  
 Worman's Second German Book ;  
 Buchheim's German Reader ;  
 Schiller's William Tell ;  
 Eysenbach's German Grammar.

## SPANISH CLASSES.

Jose's Spanish Grammar ;  
 Ahn's Method ;  
 Fernan Caballero's Works ;  
 Trueba's Works ;  
 Selections from Old Writers ;  
 Ancient and Modern Plays.

## ITALIAN CLASSES.

Toscani's Italian Grammar ;  
 Green's Method ;  
 Pellico's Works ;  
 Manzoni's Works ;  
 Dall'Ongaro's Works ;  
 Selections from the Classics ;  
 " " Modern Authors.

Classes in French and German are usually formed in February and September ; in Spanish and Italian, whenever four pupils, or as many as will meet the expense of instruction, desire to begin.

## SPECIAL COURSE

## REQUIRING LITTLE OR NO HOME STUDY.

A wise request for fewer hours of study is often made in behalf of children too delicate to take the full regular course. Their health is of vastly more value than learning, but they are better both in mind and body for some regular mental discipline.

It is disadvantageous for them if they are allowed to do poor work in all the different studies to which the robust majority of the class are able to attend ; while if they are kept more than a few years under governesses or private tutors, they are apt to lack that development which comes from association with other children. Thus their education is often a difficult problem. The increase of teachers and of educational facilities in the school within the last few years offers this class of pupils the opportunities they need ; and the large number of families that have already availed themselves of the ar-

arrangement shows that it is supplying a long needed want. It is known in school as the "two-years' course," and is managed as follows :

When parents find the full work of a class too much for their child, they send a note stating that they wish him or her to remain two years in the class, instead of being promoted at the end of the year. The pupil then entirely drops nearly half of his studies, but does *thoroughly* what he undertakes, and passes the regular examinations on the branches he studies ; the next year, he reviews what he has been over, and takes up what he has omitted. This arrangement prevents any mortification at not going up with the majority ; because the parents' letter is read to the class at the time of its receipt, and the whole matter is thoroughly understood. The youngest scholars know the difference between an action of the parents on account of health, and a decision of the teachers on account of idleness. This two-years' course is taken this year by some members of nearly every class in school.

If a large proportion of the scholars were unable to do ordinary school work, they might possibly have a depressing influence on each other,—as is said to be the case at resorts for invalids ; but as the very large majority of the scholars are in excellent health, the delicate ones have the enlivening influence of the active young life around them, while, at the same time, there are enough of their own kind to prevent loneliness.

This course is also earnestly recommended for young pupils who are giving

UNUSUAL ATTENTION TO LANGUAGES,

and for those of any class who require much

HOME TIME FOR MUSICAL INSTRUCTION,

and for the

UNUSUALLY HEEDLESS CHILDREN

mentioned on page 94.

For prizes in this course, see page 117 ; and for deduction in terms, see page 38.

Those whose health or time does not admit of doing even what has been mentioned above can take advantage of the arrangement for Special Students. (See pp. 39-41.)

These two systems meet the requirements of almost any individual, young or old, who wishes to do a small amount of thorough work.

That the public is beginning to realize that it is best to "make haste slowly" in the education of delicate children is shown in the following extract from a recent *Boston Daily Advertiser* :—

"Too many teachers think little of the physical, or indeed of the mental welfare of their pupils. They regard them as little receptacles, into which a great deal has to be forced in a certain limited time; and they devote themselves to their task with immense energy, skill and perseverance, too often ignoring the danger to which these frail vessels are exposed by the process of cramming. 'More haste, worse speed.' If children are allowed to develop naturally; if the body is not sacrificed to the intellect: if parents will be patient, will refrain, will trust to the maturing of a child's powers to make up for what he seems to lose in school, we shall see a healthier, more evenly developed generation of young men and women, and hear less of people who have had to give up work because they are suffering from the evil effects of cramming at school."

## TUITION

### For the School Year 1883-4, for Regular Pupils IN THE UPPER DEPARTMENTS.

PAYABLE HALF-YEARLY,

Before Oct. 3, 1883, and Feb. 26, 1884.

[For terms of Lower Departments, see pages 132, 136; and for Special Students, see page 41.]

#### CLASSICAL COURSE, \$200.

Including the ancient and modern languages and English branches, required for admission to Harvard, and the general exercises on page 31.

Young pupils, taking no language but Latin, \$175.

#### ENGLISH COURSE.

High School Department, Classes I., II., III., \$175.00

Grammar-School " " IV., V., VI., \$150.00

One language, . . . . . \$25.00

Each additional language, . . . . . \$15.00

*But no tuition for a scholar who takes, without variation, one of the above courses, English or Classical, will exceed \$200.*

For the school year 1883-4, no pupil will be received for less than a year,\* except that if a vacancy occurs after Nov. 1, it can be filled for the remainder of the year; and the bill for such fractional part of the year will be paid within two weeks after entrance.

Students in Chemistry will be charged for the actual cost of materials used, and for damage to any implements entrusted to their care.

Stationery of all sorts and the use of all English Class-books (including in the Literature Course only Scott's poems, Shakespeare, and the Sketch Book), eight dollars a year.

#### EXTRA CHARGE FOR OMISSIONS.

In a graded school, any variations from the regular course involve considerably more work than is needed for the majority of pupils, in the way of memoranda and records, notifications of teachers and report-makers, and various other *special* provisions, which not only have to be made at the outset but to be followed up. Accordingly, if more than one English study is omitted, except such as are regularly omitted for the Classical Course, tuition is **charged as for special students** on page 41. If only one study is omitted, an extra charge of eight dollars a year is

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\* If, however, a scholar does not become wonted to the ways of the school by the middle of December, and notice is given before the Christmas holidays, he can be withdrawn at the end of the first half-year; as discontented scholars are apt to disturb the pleasant feeling that is mentioned on page 120.

made in addition to the terms printed above, on this page, unless such study be Composition, Declamation, or Singing; one of which can be omitted for four dollars. None of these charges for omission apply to members of the First Class, who, in preparing for the Institute of Technology, take the course prescribed on page 52. No extra charge is made for such omissions as are caused by taking the two years' course explained on p. 35.

No additional charge is made for the large amount of extra teaching given to candidates for College or the Institute of Technology during their closing half-year.

A fee of two dollars in advance must be paid to the assistant teachers for each *extra* quarterly examination caused by absence for any reason but illness. See page 90.

Damage to furniture will be charged at the actual cost of repairs.

#### DEDUCTIONS.

In case of absence for more than two consecutive months, caused by illness, one half of the number of whole weeks lost will be allowed on the next year's bill.

When two or more pupils from one family attend *through the entire year*, a deduction of twenty dollars will be made on the second half-yearly bill of each year for each member of said family in the High School Department, and of fifteen dollars for each member of the Grammar School Department.

When a pupil in the English course remains two entire years\* in a class below the first, at the close of the second year one fourth of that year's tuition for English branches will be deducted, but languages during the last fourth of the year will be charged at rates for special students.

A large deduction is made to teachers and clergymen, and to officers of the army and navy.

A discount of five per cent. on tuition for the English branches is made on a full yearly bill paid previous to Sept. 12.

FOR A FREE SCHOLARSHIP, see page 118.

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\* But this will apply only where notice of staying two years is given before April 1 of the first year.

## SPECIAL STUDENTS,

Not requiring a permanent seat (*see page 41*), are admitted to such classes as they choose and are fit for. This arrangement is adapted to the wants of many young people who, for various reasons, cannot take the full school course; but it is especially suitable for

Young men and women who wish to pursue some favorite study.

Young children whose health or attention to music allows only one or two hours of daily attendance.

Students that are in poor health, or that pay their own tuition, or that are over twenty years of age, or that have not, on an average, over two lessons a day, need be present only at recitation hours, so long as their deportment is faultless, if parents make written request for such arrangement.

But if any students wish to remain between recitation hours, they will not be allowed to loiter about the building, or the drill hall, but must have a place assigned for study, and occupy it while they remain.

All special students come on condition that they are unusually careful in deportment. For any breach of discipline they will not only remain till the hour of dismissal, but will be detained like regular pupils after the close of the session. They must bring notes for absence like other scholars; and, if they are late to a recitation, they must lose the lesson.

They must take all the examinations of the classes with which they recite, under conditions stated on pages 89, 90, with the added requirement that, if examinations are not taken by them, such students'

connection with the school must cease, and tuition they have paid will not be refunded.

The only exception to this is when a parent states in writing that the scholar has some peculiarity of temperament which makes written examinations undesirable. In such a case, an oral examination will be given in the afternoon, at a charge of \$2.00 for each study.

For TUITION, *see next page*. For list of this year's Special Students, see pages 29, 30.



## TUITION FOR SPECIAL STUDENTS.

By the half-year, *invariably in advance*, for instruction in class hours only.

No scholar is taken for less than a half-year, except that, after Feb. 11, the bill for a new scholar will be made for the fractional part of the remaining school year. After Oct. 2, the half-year of nineteen weeks will begin at the day of entrance.

A permanent seat, when engaged for a full year, will be reserved for any special student with a yearly bill of not less than \$150. All other special students will occupy such seats as may be temporarily assigned them.

Composition, \$6; Drawing, Spelling, Mineralogy, and Natural History, \$10 each; Composition, every week, \$16; Botany, Geography, ancient and modern, \$20; Reading, \$20; Penmanship, \$20; Declamation, \$30; English Grammar and Punctuation counted together, Book-keeping, Physics, Chemistry, Military Drill\*, Elocution†, \$30 each; History, full course, Greek, Roman, French, English, and American, all the same week, \$40; History of one country, \$20; Mathematics, one branch \$30, two \$50, three \$60; Shakespeare and General Literature, in the First Class, including Harvard course (see page 77), five lessons per week, \$30; Literature in the Second or Third Classes, giving detailed study to Scott, Irving, and other authors (see pages 75, 76), three lessons per week, at least one of which is in writing, \$20 each; Modern Languages, daily, one \$30, two \$50; French Conversation, daily, \$10 (but free to *members of other French Classes*); Latin or Greek, daily, \$50, both, \$90; one ancient and one modern language, daily, \$70. For \$104 a half-year, any studies may be taken that the student can pursue with thoroughness.

SPECIAL BUSINESS COURSE: Book-keeping, Arithmetic, Composition, Spelling, Penmanship, and Military Drill, \$70. See pages 44-46.

Quarterly reports are sent to all special students; but if weekly reports, such as are made for regular pupils (see page 91), are wanted for special students, an extra charge of two dollars a half-year will be made; and the money will be paid to the report makers.

No regular pupil, who falls behind his class on account of idleness, will be received as a special student in more than four English branches besides Spelling and Penmanship.

\* Military Drill is free to a Special Student whose tuition is not less than \$40 a half-year, provided his attention to Drill is satisfactory.

† For Elocution and Calisthenics for young ladies, see p. 56.

## BOARD.

The cost of board and rooms in Boston and the neighboring cities and towns varies, of course, according to the means and tastes of individuals; but suitable boarding places can be had for five dollars a week and upward.

Genuine *homes* in private families of culture and refinement can be had for ten or twelve dollars.

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 THE OCTOBER HOLIDAYS.

Every autumn some family, that has then for the first time become connected with the school, is surprised to find a vacation so soon after the beginning of the year.

It was introduced in accordance with the belief that education does not consist entirely in the acquisition of knowledge in Literature, or Science, or Art; but that one of its aims is to encourage a love of what is beautiful in nature. So the two loveliest times of the year,—the last week in the Spring, and three days at the best time of the autumn foliage,—are taken for holidays.

Some families go regularly to the mountains in October, thinking a day at this time worth a week at midsummer. Where so long a journey is not practicable, there are many hills within twenty miles of Boston whose trees have a beauty impossible to be seen on a plain, and which are easily visited by the older students even if their parents are unable to accompany them.

The Kindergarten does not have the October or May holidays, on account of beginning so late and closing so early.

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 PUBLIC LIBRARY.

By vote of the Trustees of the Boston Public Library, non-resident members of the First Class and Post-Graduate Class of Chauncy-Hall School are allowed to take from the library such books as are in the line of their school work. This privilege is of great advantage to students of literary or scientific tastes; as the library now contains over 400,000 volumes, and its reading-room is supplied with all the good literary and scientific periodicals of Europe and America.

SKETCHES OF  
PART OF THE SCHOOL WORK,  
AND OF THE  
GENERAL MANAGEMENT.

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FOR some of the principal divisions, see as follows :

|   |         |
|---|---------|
| Preparation for <b>BUSINESS</b> . . . . .       | 44      |
| "    " <b>COLLEGE</b> . . . . .                 | 47      |
| "    " <b>INSTITUTE OF TECHNOLOGY</b> . . . . . | 50      |
| "    " <b>PROFESSIONAL SCHOOLS</b> . . . . .    | 49      |
| <b>EDUCATION OF GIRLS</b> . . . . .             | 55      |
| <b>HEALTH</b> . . . . .                         | 61      |
| <b>CHILDREN 9 to 12 YEARS OF AGE</b> . . . . .  | 59      |
| <b>PRIMARY AND KINDERGARTEN</b> . . . . .       | 130-137 |
| The School "System" . . . . .                   | 67      |
| Some Studies and Lectures . . . . .             | 70-80   |
| Military Drill . . . . .                        | 81      |
| Explanations and Assistance . . . . .           | 86      |
| Reports and Examinations . . . . .              | 89-93   |

PREPARATION FOR BUSINESS.\*

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THE school tries to prepare its pupils for *practical, business life*; but it uses that term in a broad and generous meaning, not in a narrow one.

The high position that Chauncy men hold in the mercantile community is largely owing to the fact that they left school *qualified to begin* the work they undertook. Their business training had been in accordance with the sound views of Edward Everett:—

“To read the English language well, to write with despatch a neat, legible hand, and to be master of the first four rules of arithmetic, so as to dispose at once with accuracy of every question of figures that comes up in practice, I call this a good education; and if you add the ability to write pure grammatical English, I regard it as an excellent education.”

But the graduates of this school have gone to their employers not only with a careful training in Arithmetic, Book-keeping, Penmanship, Composition, and Spelling, but with things of still greater value; with minds sufficiently cultivated in various ways to enable them to comprehend easily the new duties upon which they entered; with good habits to gain the confidence of their employers; and with the manners of gentlemen to win the favor of other persons with whom they were brought into contact.

The instruction and discipline of the school aim to aid in developing the moral principles, improving the manners, and forming the habits of its pupils. The principles of honor and truth are appealed to as the great regulators of conduct, and every one is trusted as long as he is found worthy.

The important habits of punctuality, regularity, and precision are cultivated by the arrangements and re-

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\* For preparation for Institute of Technology, see p. 50; for College, p. 47.

quisitions of the school. Every day has its fixed and certain exercises, which recur with unfailing regularity, and it is soon understood by pupils, whatever may have been their previous habits, that an appointed day and hour mean exactly what their names strictly imply, and not the next day or hour, or some apparently more convenient season. School is opened and closed, classes go and come, lessons are set and recited, compositions and written exercises are required and demanded, engagements are made and attended to, with a regularity that is found to be practically unfailing. This precision appeals to the instinct of order that exists in every human being, and helps to develop it to the degree necessary to resist the temptations and obstacles that are often allowed to smother it; and it gives the possessor that pleasure that always accompanies the prompt and regular performance of every duty.

So, too, of many other matters in which exactness and precision are elements, and which go to make up those business habits which are of such importance both to the individual and to his friends. Written copies and exercises are expected to be correctly dated; compositions, &c., to be properly folded and superscribed; weekly reports to be duly carried home, and brought back with the parent's signature; in fact, all the *business* of school life must be properly and correctly despatched. The boy is thus educated in *business habits*, a thing of more importance to his future success and to the comfort of his employers and associates than any one accomplishment or branch of learning. It is this that fits Chauncy boys so well for places in mercantile establishments after passing through the school, and which makes those merchants and employers, who have

had one that could show a proper recommendation from the school, usually apply for others.

Pupils who are intending to take a high position in life not only have a thorough preparation in the branches mentioned above, but are also well grounded in Natural Science, English Literature, Modern Languages, Ancient and Modern History, etc. In short, the school aims in its commercial preparation to send out young men of cultured minds, correct habits, and good manners.

A table of advertisements that recently came under the writer's notice illustrates the well-known fact that boys are expected to remain longer in school now than a generation ago. Thirty years ago a resident of Boston cut at random from the newspapers a large number of advertisements for boys wanted in stores. Over 80 per cent. of these required the applicant to be between twelve and fourteen years of age. Of a similar set of advertisements taken this spring (1883), 64 per cent. require eighteen years of age or more.

For students who cannot afford time for the full mercantile course,

#### A SPECIAL BUT THOROUGH BUSINESS COURSE

at very low rates, has been established. It includes Book-keeping, Arithmetic, Spelling, Composition, and Penmanship, and *Military Drill is added without extra charge* (see p. 81). The lectures mentioned on p. 74 are also open to them.

As good health is an imperative necessity for success in business, attention is invited to pp. 61-66.

Parents are reminded that the building is in a part of the city where there are no temptations to lead a student into bad habits.

Some interesting remarks about business matters in the foundation and growth of the school will be found in the extract from the "fiftieth annual report" on pp. 102-103; and in Mr. Cushing's "parting words" on pp. 104-106.

## PREPARATION FOR COLLEGE.

### BOYS.

THE experience and success of this school in sending classes to college during the last fifty years, particularly under the method described below, authorize it to ask the careful attention of parents who are intending to give their children a collegiate education.

One reason for this thorough preparation is the small size of the classes in ancient and modern languages. If a pupil is in a large class, he cannot receive sufficient help in his efforts to master the difficulties of a foreign language; and, if he is entirely under the care of a private tutor, he loses the drill and development that can be obtained only by contact with other scholars of his age.

The arrangements here aim to *combine class work with private instruction*. The Latin classes, for instance, are divided into sections that seldom have over ten members each; so that every scholar receives a great deal of personal attention. And the number of pupils who take Latin has so increased that it has been necessary to divide those who have begun Latin during the current year into four sections.

As soon as a class begins to translate simple sentences, its members are trained to look to the arrangement of words, and consider their relations to each other, so as to accustom them gradually to read the classics at sight. A thorough and continuous drill in the rudiments, and a practical application each day of their knowledge of grammar and vocabulary to the translation

at sight of sentences adapted to this knowledge—serve to fix in their minds that which they have already learned, and to teach them how to use it. By following this plan of instruction through the entire course, the pupils acquire a love for the classics which was rare under the old method, and are taught to rely upon themselves, using their grammar and lexicon as a last resort, and then only to assure themselves that their sight work is correct. One of the first boys trained wholly under this system at Chauncy Hall entered Harvard in June, 1881, with *honors in both Latin and Greek*, and in November of the same year, in a *Latin examination at sight*, led his class with a mark of 99 per cent; and another boy, who entered in June, 1882, in a *Greek examination at sight* the following autumn, ranked *second in his class*. This method has now been thoroughly tested, and its practical value established. Parents who desire to send their children to college, broadly as well as thoroughly prepared, are invited to inspect the course of instruction here on any day that suits their convenience, and to observe for themselves the thoroughness of the work done, and the lively interest the pupils take in their recitations.

The same careful preparation is made in the natural sciences and English literature required for college; for which see pages 73 and 77.

Pupils are fitted for Harvard not only in maximum classics, but also in maximum mathematics and sciences.

Extra help on difficult points can be obtained out of recitation hours.



## PREPARATION FOR COLLEGE.

### GIRLS.

YOUNG LADIES who are intending to take the course now open at Harvard, or to prepare for any other college, have the great advantage of reciting in the same class with boys *who are on the regular course of preparation for Harvard*, and of being under teachers who have successfully carried on such preparation for many years. Such students have been fitted here or are now fitting for Smith, Vassar, and Wellesley Colleges, Cornell and Boston Universities, the "Harvard Annex," and the Institute of Technology.

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## PREPARATION FOR PROFESSIONAL SCHOOLS.

STUDENTS wishing to enter professional schools without going through college can join the classes already formed, and receive the same attention and training as those who pursue the full college course. Many young men have already availed themselves of this advantage, and can be found to-day in several of the *leading law and medical schools*.

## PREPARATION FOR THE INSTITUTE OF TECHNOLOGY.\*

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SIXTEEN years ago it was impossible for a young man to have thorough training in Chemistry, Metallurgy, or Mining Engineering, without going to Europe. Now, the Massachusetts Institute of Technology surpasses all other schools in the perfection of its courses of laboratory instruction; and, in its ten different courses of study, offers a training in science as applied to the varied wants of the active American life, equal to that of the noted Polytechnic schools of Europe.

Certain specialties,—particularly Architecture and Civil Engineering,—requiring more time than is given anywhere in America, can be profitably studied abroad after the student has graduated from the Institute. Indeed, such supplementary study of any branch can be made valuable, if the student's mind is sufficiently matured; but, previous to that time, not even the best foreign training should be substituted for that which can be had in our own city, where the instruction is equally thorough, more practical, and fitted to develop manly qualities in a higher degree.

A very interesting table of graduates appeared in a recent catalogue of the Institute, showing how successful they are in following out the various courses in life for which they studied.

It is matter of surprise that more parents do not seek for their children the opportunities offered at the Institute, particularly when it is remembered that some of the courses of study well adapted to young women are open as freely to them as to young men.

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\* For preparation for College, see p. 47; for Business, p. 44.

The development of the immense mineral resources of our country will need, for many years, hundreds of active, well-educated young men to make investigations, and to carry out the plans of the capitalists who will furnish the means for mining operations. The course of Mining Engineering at the Institute affords an attractive opening to a successful career away from city life.

The benefit of the mining industry to the whole country is daily becoming more apparent. It not only builds cities, and peoples places that were barren, but it adds wealth to the whole country and strengthens every other business enterprise. It is the nation's right hand of power.—*Santa Fe New Mexican*.

The rapid extension of railways in Mexico will inevitably demand a large number of enterprising young men for civil and mining engineering in that country.

Most High Schools cannot form a special class to be fitted for the Institute, because their small corps of teachers is fully occupied in preparing part of the pupils for business and part for college ; so that those students who wish to go to the Institute cannot have that attention which is needed to enable them not only to enter with honor, but also to grapple successfully with the severe work which comes to them during their first year after entrance.

Chauncy Hall makes a specialty of preparing scholars for the Institute, and its success can be ascertained by applying to the Chairman and Secretary of the Faculty. It aims to fit its candidates so thoroughly that they will not be weighed down by having to make up deficiencies after entering ; but this can be done only by faithful work extending over sufficient time.

Scholars, who have passed through the Second Class in the English Department of this school with honor, and who have studied French carefully not less than

one year, can then usually be prepared for the Institute by one year's work in the First Class, provided notice of their intention is given at the beginning of the school year; and also provided that they have good health, good eyesight, and a thorough understanding of each day's lessons.

The year's notice is necessary in order to guide the studies directly to the proposed end; because the course varies somewhat from that pursued by the scholars who are fitting for a mercantile career, or who are seeking general culture.

It will be seen that this provides for only two years' study of French. It will be much safer if the candidates begin French at least one year earlier.

As the school gives a broad and generous training to its members who are fitted for College or Business, it tries to do equally well for those who are going to the Institute.

With this end in view, the Institute section of the First Class, in addition to the bare requirements for the Institute, will take as part of their regular course the General Exercises,—except abstracts,—mentioned on page 31 of the catalogue, and in Literature will take in addition to Shakespeare one of the two regular courses, namely, the critical one for admission to Harvard or the general one including the abstracts.

The year's work will thus be a little less than that assigned to the College or the Business sections, and those students who are satisfactory will receive the prize mentioned on page 118.

Variations from the assigned course will place a scholar on the list of Specials, and his bill will be made out in accordance with the terms charged for such students.

Members of the Institute Section will find their conditions for a diploma on page 111.

The school does not desire the presence of any student whose parents care more to have him *get into* the Institute, no matter how poorly he may be qualified, than they do to have him *come out* of it well equipped for his life-work.

If a scholar shows, either by idleness or incapacity, that he cannot be properly fitted at the date wished by his parents, word is sent to them at least two months before the entrance examination,—generally at a much earlier time.

They can then decide for him to take one of these courses :

To go into a lower class and take another year for preparation ;

To prepare for business instead of for the Institute ;

To go into some other school.

The thorough scholarship demanded by the school in the candidates it presents at the Institute is shown by the fact that it has refused entrance to the class to be examined in June, '83, to six applicants whose ideas of study were not up to Chauncy-Hall requirements.

Persons, who think that a year's time is saved when some poorly-prepared candidate happens to answer questions enough to be admitted to the Institute, will do well to ascertain from the officers of that institution what is usually the fate of such a student.

As the school is within two minutes' walk of the Institute, unequalled opportunities are afforded for consultation with the professors.

Attention is directed to p. 44, to the article on good habits and manners, which are as important for a young man going to the Institute as they are for one going into business.

As good health is one of the imperative qualifications for success at the Institute, parents are invited to read pages 61–66.

So many letters are received here every year asking for the requirements for admission to the Institute, that the following list is copied from the last catalogue of that institution :

- “ Arithmetic (including the metric system of weights and measures) ;
- Algebra, through Quadratics, including Arithmetical and Geometrical Progressions, the Binomial Theorem, and Proportion ;
- Plane Geometry ;
- French—Grammar through irregular verbs ; and the first two books of Voltaire’s Charles XII., or an equivalent ;
- English Grammar and Composition ;
- Geography.

“ A knowledge of the Latin language is not required for admission ; but the study of Latin is strongly recommended to persons who purpose to enter this school, as it gives a better understanding of the various terms used in science, and greatly facilitates the acquisition of the modern languages. Those who intend to take a course in Natural History will find it advantageous to acquire also the elements of Greek.

“ Students will find their progress in Physics and Chemistry facilitated by making themselves thoroughly familiar with so much of Physics as is contained in Balfour Stewart’s *Primer of Physics*.”

The school has now a larger number of scholars of different ages in preparation than ever before, extending from young boys in the lowest class to those who are to be presented for this year’s examination.

Several of them have wisely adopted the recommendation of the Institute about Latin in addition to the regular requirements.

## EDUCATION OF GIRLS.

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FOR more than thirty years the school was exclusively for boys; but in 1862 a few girls were admitted at the request of parents who wished their daughters to receive the same regular, systematic and thorough education as their sons, and to be subject to the rules and discipline of a large school. As a body they have shown themselves fully equal to the work, and in regularity of attendance and performance of duty have fully equalled the boys. Among them have been some excellent Classical, Mathematical, and Belles-Lettres Scholars, part of whom have entered colleges, whence several have already graduated with distinction.

Their admission has ceased to be an experiment, as they are now in every department,\* and for the past two years have probably surpassed in number those at any other private school in Boston.

Some come only as SPECIAL STUDENTS (see p. 39), taking very few branches, among which are French, German, Latin, Elocution, Ancient and Modern History, Penmanship, Composition, general English Literature, and Shakespeare.

Great advantages are offered to those that wish to pursue some favorite study, as there is no more charge for several classes in any one branch than for one class. In French, for example (see page 126), some scholars have two or three daily recitations besides an hour for French conversation. Similar facilities are

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\* As some friends of the school feared that the admission of girls might deter boys from coming, it may be of interest to state that there are over a hundred more boys this year than when girls were first admitted.

afforded for Algebra, Arithmetic, German, Greek, Latin, and many other branches.

The admirable course in English Literature, which includes in the First Class the full preparation for the University, is especially recommended for young ladies who would like a moderate amount of exceedingly interesting work. It has been taken this year by several scholars with great satisfaction. (See p. 77.)

As their number steadily increased far beyond what was at first expected, it became necessary a few years ago to have some one to give them especial care. The school, fortunately, obtained the aid of a lady who had had much experience in the management of girls. She has a minute acquaintance with the standing of each one in the various studies, to see that proper assistance is given outside of recitation hours; and she is always ready to give advice, to attend to any necessary lateness or early dismissal, and to render assistance in Botany and French. She has no other school duties, and gives all her time. Mothers are earnestly requested to furnish her with full information of the mental and physical characteristics of the daughters they place under her charge, as she gives to the studies and reports of girls the same care and inspection which boys receive from their superintendents, as explained on page 9.

At the same hour that the boys go to the Gymnasium for military drill the girls go to the school hall, where, under careful and experienced teachers of their own sex, they have a variety of vocal and calisthenic exercises, which are a very valuable and agreeable feature in their education.

These lessons in elocution and calisthenics are but ten dollars a half-year to a special student, so that when no holiday occurs seventy-six lessons will be given.



They are free to one who has studies for which she pays not less than thirty dollars a half-year. Ladies are invited to see these lessons any day but Wednesday, at twelve o'clock.

The attention of the parents of girls is particularly called to the care taken of health, as shown on pages 61-66. There have occurred several marked cases of girls who could not keep up in their classes in other schools on account of headaches, but who have been entirely cured here in less than a year.

The study-room for the girls in the Upper Department is reached by one flight of stairs, and has sunshine nearly all day.

As it is as important for girls to learn orderly habits as it is for boys, pages 44, 45 are also recommended for perusal. In this connection it is pleasant to state that no case has occurred where girls have asked to be excused from the requirements mentioned in those pages, on the ground that they ought to be held to less accountability than boys.

During this year their scholarship has given great satisfaction; and it is pleasant to be able to say that this is especially true of those most interested and active in the various associations and amusements encouraged by the school (p. 120). In no case has there been any call for reproof or caution in regard to such appropriation of some portion of their time.

By reference to page 119, it will be seen that the girls took their full share of prizes at the last exhibition. Among them were two of the very youngest scholars, who obtained medals without over-study, or worry, or fret; and, what is still better, without jealousy or ill-feeling of any kind, because there is no competition for prizes given by the school (see p. 113).

Of the diplomas awarded last year, a good proportion were taken by girls.

But among girls, as among boys, some of the best scholars take neither prizes nor diplomas, owing to some variation from the regular school course. This is particularly the case with young ladies who, after graduating from high schools, come here to pursue special studies.

The influence of girls as pupils here is for the growth of the school in all good things. This is especially the case in regard to

**DRESS.**—For a long time the overdressing of girls at school, particularly on exhibition days, has been a source of anxiety to thoughtful educators and parents, and of severe comment by the press. The evil is not confined to any one part of the country, but extends from Maine to California, in villages and cities alike; and, in spite of all protests, it has increased.

Eleven years ago, when girls began to take part in the annual exhibitions of this school, one of the most influential daily newspapers in Boston expressed the hope that the school which had done so much for the thorough training of boys would use its influence in behalf of the simple dressing of girls. This it has done very quietly and effectually. Fortunately it has been sustained by nearly all the mothers who have entered their daughters here. The result was seen at the last two exhibitions, when the simplicity of dress shown by the long lines of girls drew from the Boston press, both daily and weekly, high commendation.

Those who wish to make

#### **PREPARATION FOR COLLEGE,**

are referred to p. 49.

## CHILDREN

FROM NINE TO TWELVE YEARS OF AGE,

SUFFICIENTLY ADVANCED TO ENTER

THE LOWEST CLASS IN THE UPPER DEPARTMENT.

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ATTENTION is particularly called to the fact, that a child in that class is not put under the entire care of one woman (who may or may not be a person suited to the disposition and temperament of the child), as must be done in a large public school; where a class remains under the care of a single teacher during a year; but here every pupil receives instruction from *several men and women*, most of them of high education and long experience, who hold stated meetings for the purpose of kindly discussing, among other topics, the peculiarities of the pupils, that such peculiarities may be recognized for judicious encouragement or correction.

Parents who will investigate the management of young children here will find it as far removed as possible from that officially described before the Board of Education lately in one of our largest cities,—a description which unfortunately applies elsewhere:—

“The children were crowded into close rooms, and then they were stuffed with a mass of nonsense whether they could understand it or not; they were always to be ready to answer all the questions a visiting commissioner might put to them; dates were crammed down them until their brains could not possibly contain more; they were required to know the name of every stream and island, and tell all about the river ‘Bugalaboo.’”

Readiness in Long Division and a corresponding acquaintance with Geography, Reading, and Penman-

ship are required at the beginning of the school year ; after that time, as much more knowledge as the class may have gained.

The nucleus of this class last September was, as usual, the class promoted from the Primary Department ; but the accessions have been very large from other schools and from families whose children had previously been taught at home.

Next to sanitary considerations, the strongest influence in bringing so many of the little people here has been the care given to the needs of each one.

In the great increase of teachers this year, care has been taken that this class should have *more* than its share. This has been especially the case in Arithmetic, Reading, Writing, Military Drill, and assistance in *preparation* of lessons. In addition to the teaching force, more of the especial work done by superintendents has been given to this class than to any other. (For superintendent of boys, see pp. 9 and 11 ; for girls, pp. 9, 56 and 11).

These young pupils are usually dismissed half an hour earlier than the older scholars, and, on one day in the week during the last two years, those who have been satisfactory in conduct and lessons have been dismissed an hour early.

The tuition of this class is now thirty dollars a year less than it was a few years ago.

For children not quite so far advanced, the first class in the primary department (see p. 130) is an excellent place of preparation for the upper school ; but some parents prefer in such cases to have their children enter the upper school at once and remain two years there in the lowest class, according to the arrangement described on p. 35.

## HEALTH.

(For special lectures on Hygiene, see p. 74.)

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SEE p. 130 *about the care for health in the Primary Department, as those statements apply to every part of the Upper Department.*

Reference has already been made to the fact that the full course of study is a positive benefit to most pupils in regard to their bodily health, and that there is a reduced course sufficiently flexible in its requirements to be adapted to delicate students of any age. See pages 65, 31, 34.

A very large majority of the pupils here are in excellent health.

On page 88 it is mentioned that there is no class-rank to cause feverishness and worry; and on page 114 it is shown that pupils who care for prizes can win them by examinations, and that this way also gives a fair chance to pupils who are absent occasionally on account of illness.

DRAINAGE.—The thorough manner in which the house was built is not considered a reason for trusting to probabilities; but the plumbing, drainage, &c., are examined twice a year by a sanitary expert.

VENTILATION.—Such ill success has attended the attempts to ventilate most public buildings that it has been almost doubted whether ventilation is a possible thing. The question has been solved, however, by the expenditure of sufficient money, at the right stage of building, to construct proper apparatus, and by constant watchfulness afterwards. A visit to some of the

rooms of the building, after several hours' occupancy, will be more convincing on this head than pages of description, and all interested in the subject are invited to put the ventilation to this test.

#### PURE AIR NECESSARY FOR SCHOOL WORK.

When we reflect that every breath of the ordinary dwelling but partially inhabited is full of "organic matters, carbon particles, filaments of cotton and wool, starch grains, vegetable spores, pollen, volatile emanations, germs of vibriones, bacteria and monads, and floating particles of decayed tissues such as epithelium and pus cells," we can easily see how much worse the air is in rooms set thick with a large number of school children, and where overheated furnaces give forth, in addition to all the rest, the deleterious gases escaping from the coal and iron, and the poisonous presence of the carbonic oxide which permeates cast iron and escapes into the air-tubes to be breathed with all the other impurities. It is no wonder that children who pore over their books in such an atmosphere are pale and heavy-eyed, and sinking under the strain of lessons no harder to learn than those that were learned without effort in the airy school-rooms of thirty years ago. For pure air, nearly one-fourth of which is oxygen, is, it goes without saying, the vital breath of being itself; and tainted air corrupts the blood, and sometimes, it hardly seems too much to say, the soul with it.

Exhaling the amount of carbonic acid gas that a throng of children must, it is to be remembered that there are also in connection with it such constant and unconscious atoms of effete exhalation from lungs and skin that one in the current of such air can detect it by the odor, and such a current passed through clean water is capable of making it putrid. Without the presence of oxygen in quantity to burn up and purify the foulness, this carbonic acid gas already exhaled remains in the place, making it impossible for the lungs to rid themselves of more, and, the agent of death, it stays behind in the system to clog pores and vitiate blood, increase liability to malaria and all infectious and contagious diseases, produce stupor, headache, depression, and oblige the little victims to exercise double power, goading a galled jade, in order to perform the tasks that would be light and simple under healthier conditions.

A great deal has been said as to the hard work that our school children have to do with their books and studies, and of course there is some reason in it. But we think, if the experiment could be done, of giving them a perfectly healthy air to do it in, the same work might be found far less injurious.—*Harper's Bazar*.

WARMTH.—The Heating Apparatus, also, does its work admirably ; giving an equable and full supply of moderately heated fresh air in all parts of the building, and at all times of the day. In cold weather the scholars do not have to wait an hour after school begins to have the rooms warmed, but the thermometer is at  $68^{\circ}$  at 8.30, and the temperature seldom varies over two degrees during the day. One secret of this success is a sufficient outlay both of money and personal trouble. Without these, the present state of science cannot furnish comfortable heating or efficient ventilation.

DRYNESS is made certain by keeping the fires burning day and night not only during the whole term time of the year, but through all the vacations in cold weather and the last three weeks of the summer vacations. In the warm weather the heat passes through the seven ventilating shafts during the day, but at night the heat is turned into the building, so that dampness is unknown from the upper floor to the basement.

EYESIGHT AND POSITION.—The furniture was made on a new pattern expressly for the school, under the approval of several eminent physicians. It is believed to be free from tendency to cause spinal troubles, the foundation of which is so often laid in school ; and the desk is so arranged that the slant can be instantly changed from the proper angle for writing to one suitable for reading, so as to keep shoulders and eyes in proper position. In all the rooms the light comes from the left during study hours ; and not only are the walls so tinted as to prevent glare, but the different rooms have different tints, thus resting the eye in the hourly change of classes.

When there is any peculiarity about the eye requiring special care, it is well to bring written directions from an oculist.

Notwithstanding the interest aroused both in Europe and America in the investigations by DR. B. JOY JEFFRIES in regard to color blindness, Chauncy Hall was the first private school to call upon him professionally for an examination of its pupils.

SUNSHINE.—In most school-houses in town, some classes remain for several successive months in rooms where no sunshine can enter; but the classes here are so arranged that every pupil spends part of every day in a sunshiny room.

This change of rooms is also valuable in affording exercise and change of position. There are many children so constituted that both mind and eye are refreshed by being in several rooms in the course of a day and by reciting to different teachers.

The experience of more than half a century may be worth something in considering the question of

SCHOOL HOURS AND OUT-OF-SCHOOL STUDY.—For the delicacy of health of many children to-day, one cause is often said to be "studying too hard" or "studying at home." At the same time, the more robust health of former times is often adduced; not recognizing that, so far as *study* alone should be considered in this relation, its pressure was then heavier than now.

Forty years ago, school sessions occupied from thirty to thirty-three hours a week. All pupils who were looking for anything more than a narrow education studied out of school from two to three hours a day. Vacations were only five or six weeks a year. But now the sessions at Chauncy Hall are twenty-seven



and a half hours a week, of which two and a half hours are spent in Military Drill; there is a daily recess of half an hour; and the vacations have increased to thirteen or more weeks.

Further, European children are often mentioned as enjoying better health than Americans. Yet in the schools of France, Switzerland, and Germany, the study hours are longer than here; while the vacations are short, and long lessons are assigned for vacation study. But a European boy or girl is not allowed to be out two or three times a week till midnight at parties or the theatre, or to sit up late at home, or to regulate food or exercise by personal caprice.

Parents need have no fear in regard to the bad results of study in itself, if they will keep us informed of the appearance of their children at home, so that, in special cases, special adjustment of their school programme may be made.

The few cases of downright injury that have occurred were where *parents paid no attention to earnest warnings from the school* that their children were going too fast; but the majority of healthy scholars are less likely to suffer from over-study than from bad habits brought on by indolence. The career of many hundred pupils has been carefully watched, and it is found, as a rule, that the hard workers become healthy adults, whether their attention is turned to letters or business.

An excellent GYMNASIUM is connected with the Drill Hall, open to members of the Upper Department.

### LUNCHEONS

Demand much more careful attention than they receive from some families.

Scholars who live near the school-house are encouraged to go home for lunch; and many who live at a distance bring the best lunch possible under the circumstances, that which is put up at home under their mothers' supervision; others have an early dinner at the new café under the Hotel Bristol, very near the school; but the number who have nothing, or pastry worse than nothing, through the session of five and a half hours, is large enough to cause grave anxiety.

It is of little use to reduce after-school detentions to the lowest point consistent with discipline and thoroughness, as mentioned on page 108, and to arrange for varied lessons, frequent change of position, softened light, proper attitude, even temperature, and pure air, if health is constantly undermined by inattention to food.

Any pupil, who finds any lunch time all occupied by extra recitations, *must immediately report the case*, and arrangements will at once be made for him.

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#### ATTENTION

Is called to the special care of the health of GIRLS (see page 57), and of LITTLE CHILDREN (see page 130).

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## STUDIES AND OTHER MATTERS.

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LETTERS of inquiry are often received in regard to the system of instruction.

The only "system" the school has may be put into a few lines. If inquirers think this is "no system at all" they may be right; but it is a way that makes thinkers, and awakens a desire to seek further culture after leaving school:—

1. Care for the body, so that time may not be lost by headache, bad eyes, and other ailments that are so often caused or increased by want of attention in school.

2. Taking pains to help parents in keeping their children pure in character and refined in manners.

3. Studying the mental peculiarities of each pupil so that the best training may be applied to each particular case, instead of treating scholars like so many grains of corn in a mill.

4. Having teachers enough to attend to the needs of every pupil.

The following paragraph on the value of personal attention to scholars is slightly abridged from a late number of the *Sunday School Times*:—

"No man can teach more than he can reach. If a teacher has more scholars under him than he can reach and minister to individually, he has more scholars than he can teach; and that is an important fact for both his scholars and himself to understand. At a recent trial before a court of justice, involving the question of discipline in an important academy, an instructor who testified that a certain pupil was constantly behind-hand in his studies, was asked

if he had ever spoken to the pupil personally, and sought to encourage and help him towards better doing. His reply was that he had not done this, because he had nearly a hundred boys to teach, and he could not help each one personally. He was wise enough not to say that he *taught* nearly a hundred boys: but only that he *had them to teach*. No man in any school can teach more persons than he can reach and help individually. He can have a hundred or a thousand to teach; but having scholars to teach, and teaching scholars, are two very different things; although the difference is one not always recognized as it should be."

#### CO-OPERATION OF PARENTS.

Great pains is taken in regard to new comers to record all their peculiarities that can be learned from their parents. These notes are always a great help. But there are cases where the parents are undecided about sending, and no notes are taken. Subsequently the children enter, without our having any clew to their characters. If parents will make sure that the peculiarities of their children are understood here, those of *last year's scholars as well as new ones*, we shall be able to give them much better aid in the education of their children than will otherwise be possible.

See pages 9, 59, 124.

Every father and mother, and every other person who has the supervision of a scholar, is earnestly requested to become thoroughly acquainted with the PRIVILEGES, REGULATIONS, etc., on pages 107-110.

## VISITORS

Are welcomed to all classes at any hour, provided they will remain through the recitation; but those who wish merely to examine the building are requested to call only at 8.30, 12, or 2.30 to 3.30. See p. 10.

*In term time*, except on Saturdays, one of the Principals is usually here from 8.30 to 1.30, and from 2.30 to 4. Some teacher is at the school on Saturdays, and generally on other holidays, from 9 to 11.

*In vacation*, the house will be open in August on Mondays and Thursdays, from 9.30 to 1; and at any other hour in July or August, if a person wishing to enter a pupil will give three days' notice. On and after Aug. 27, the house will be open *daily* from 9 to 2.

## ORDER OF EXERCISES.

Soon after the opening of the school year, a printed Order of Exercises, telling, to a minute, the times of recitations, recesses, &c., is sent to each family, *for the use of the parents*, not only that they may know what lessons should be studied on each evening, and when to visit the school to hear particular recitations, but also, that they may not ask to have their children dismissed early on days when recitation comes during the last hour (see the first paragraph under "Privileges," on p. 107), and may avoid recitation time, when they are obliged to call on their children during school hours merely on business.

## NATURAL SCIENCES.

THE school recognizes the strong tendency which modern education shows towards scientific training, and meets the growing demand for this line of work with a course of study which aims to give each student an opportunity to pursue some one branch with special pleasure and profit. The arrangement of the scientific course is meant to correspond with the natural development of a child's functions. In the Sixth and Fifth classes he is instructed in descriptive zoölogy. No text book is required, although the children are advised to read any of the reliable books on the subject which are written so charmingly nowadays, but the teacher depends upon the natural power of observation which the child possesses, and aims to develop this. From observation the child is led to comparison, and thus gains, in an elementary way, the power of generalization and classification; a power whose need is illustrated in every step of his education. Written recitations are often required, which help to develop powers of description, and thus serve as additional language lessons. So far as practicable, living examples of classes of animals are brought into the classroom, or the children are taken to the Natural History Rooms, so that the subjects under consideration shall become actualities to the little minds.

Next, the study of Botany is taken up by the Fourth Class, yielding in the winter to a brief course in descriptive Mineralogy. Here again, habits of observation are urged and encouraged; and the interest taken in supplying the class-room with buds, leaves, flowers, fruits, &c., in planting and watching the growth of seeds, all testifies to the fact that in the study of her laws and beauties nature furnishes her own best text book. It is wonderful to see how early children will acquire the scientific terms of Botany that are often a bugbear to older scholars, because their keener observation and livelier interest stimulate them to value justly the words which express for them, with exactness, the distinctions they have perceived for themselves and are eager to tell.

When the class turns from Botany to Mineralogy, the interest does not die out. Even the minds which have been only mildly interested in *animate* nature usually grasp the study of the *inorganic* world with yet greater avidity than others. Characteristics of minerals, such as crystalline form, hardness, specific gravity, lustre, &c., afford abundant food for observation and discussion during the winter months. The commercial value and uses of the common metals and minerals, the regions where they are most abundant, methods of mining and of extracting the metal from the ore, all prove very interesting to the boy who may in the future find his profession or business largely connected with the immense mineral wealth of this country. And it is more than probable that even a year as early as that which a boy spends in the Fourth Class may be the very one which aids him in selecting the work or profession which will best suit his inclinations and abilities.

The Third Class continues, at the discretion of the teacher, some line of scientific investigation. Last year they had weekly oral lessons in Physics. This year they have been pursuing the line of work begun in the Fourth Class. The results in both cases have been most satisfactory. The readiness of observation and deduction obtained in work with the class in the preceding year has been of great value, illustrating, in a marked way, the merit of the method pursued. Not what they are told, but what they can see and reason for themselves, forms the ground for class-room work, and the hour devoted to Natural Science is eagerly looked forward to by the class.

The study of Physics in the Second Class is the next step in the scientific course, and is carried on as fully as is compatible with due regard to the other branches which at this stage enter into the proper curriculum. The class is divided into sections, in order that each pupil may profit as fully as possible by the instruction. The practical, every-day importance of this study is kept before the mind, and much of the work is done with especial reference to the explanation of commonplace phenomena and occurrences. The scholars are urged to put an interrogation-point after everything that they cannot explain, and to keep it there until a satisfactory answer has been arrived at. The students are always invited to assist in the use and management of apparatus, and in all practicable cases to make such simple devices as will readily illustrate certain points. The school has increased its supply of apparatus, and the intention is to keep adding such pieces as shall meet the new ideas and theories that are constantly developing in this study. A very good reference library, entirely separate from the other



reference books of the school, is always open to the students for consultation.

In addition to the regular work done in Physics by the Second Class, preparation is made for Harvard in both Minimum and Maximum Physics. At the examination there last June for admission to the Freshman class, one of the Chauney-Hall candidates took honors in both **Prescribed** and **Elective Physics**; and in changing to the Sophomore class, a few weeks later, the additional requirements occupied only a few hours of study.

The First Class pursue the subject of Botany, using Gray's Manual as a text book. The study and classification of the flowers of Massachusetts is aided by Emerson's well-known work on Trees and Shrubs, and is assisted by the large microscope owned by the School.

This year the First Class have worked during the first five months in the laboratory in the determination of minerals. All our common minerals and metallic ores were tested by the blow-pipe and acid tests, and their characteristics noted. The examination consisted of a series of tests of substances unknown to the class, extending over a period of a month, and was highly successful.

#### CHEMISTRY.

The First Class have in Chemistry two recitations a week from the text-book, and an hour additional for experimental work; the scholars being obliged to perform the experiments themselves. For this purpose, the laboratory is fitted with all necessary conveniences. The class generally work through all the prominent experiments in general chemistry the first half-year, and in the second half-year take a simple course of

analytical chemistry. Besides this, advantage is offered for afternoon practice in more advanced analytical work, as per Appleton's Qualitative Analysis; and some scholars eagerly avail themselves of this privilege. For this, or other work in Chemistry, such as is mentioned in the preceding section, the laboratory is occupied till late in the afternoon.

#### LECTURES ON PHYSIOLOGY AND HYGIENE

Have been given once a week through the year. The subjects have been presented in simple language, free from technicalities, and have excited much interest among the pupils. No book is used nor study required. In this way, without imposing additional labor on the pupils, an opportunity has been given them to acquire knowledge on the very important subjects of the structure of their own bodies and the application of this knowledge to maintaining them in health and safety.

Several of the lectures were directions what to do in case of accidents, particularly such as are liable to happen to boys when away from home in vacation.

This is the ninth year that these lectures have been given by an experienced physician. They are much more interesting than lessons learned from a book. Part of them would have an increased value if some friend of the school would give it a manikin.

#### LECTURES WITH A STEREOPTICON

Have been given this year on Ancient and Modern Greece, by Prof. Leotsakos, and on Rome by Mrs. Spalding.

There have also been lectures on the manners and customs of Hindostan, by a native in costume.

## THE LITERARY AND RHETORICAL DEPARTMENT.

THE reading of books that possess any claim to be called literature is less likely to be one of the habits of the coming generation than of the past. Formerly, a few well selected books furnished the reading for a family, a neighborhood, or a village, and were moderately sure of perusal in the long, unoccupied winter evenings. Now, light, ephemeral productions, requiring little time or thought, made sensationally attractive and easy, greet the child at the nursery door, and too often block, by their quantity, his entrance on grander paths of reading. Our statesmen and presidents of the past were not bred on such "boys' books."

As a partial remedy for this, the Fourth Class at Chauncy Hall lays aside the ordinary "School Reader," and begins literature proper in the attractive form of Thomas Hughes's *School Days at Rugby*, passing the next year into the wide, untravelled fields of English poetry by way of Scott's *Marmion* and *Lady of the Lake*, the former of which poems is among the requisites for Harvard in '83, and the latter for '84.

Prose is taken up again in the Second Class, in Irving's *Sketch Book*, one of the requisites for English at Harvard in '84; and thus a good foundation is laid for appreciating Shakespeare in the First Class. Very thorough analysis is exacted in the books just mentioned, and, at the same time, a much wider range of reading is carried on with just enough supervision to ensure good methods in reading as well as good material to be read.

## HOME READING.

Once in three weeks, on dates published on the programmes for the year, the regular reading lesson is omitted, and in its place a written examination is given on some book or portion of book assigned for that period. The dull pupil has to *keep* reading these required works; the bright pupil generally will read more of a similar grade, having had his eyes unsealed to behold wondrous things. The Third Class reads the best translations of Homer's Iliad; and so, whether aiming at college or not, the student becomes familiar with this masterpiece of the ancients. This class also reads some one of Scott's novels; his poems, as has been said, forming the basis of the year's work in this department.

In a similar way, the Second Class are required to read some of Irving's other works, while studying the Sketch Book; and in connection with their study of Roman History, Shakespeare's Coriolanus, Julius Cæsar, and Antony and Cleopatra are taken at the proper time. Their taste in poetry is further developed by reading Tennyson's Idyls of the King, and Longfellow's Hiawatha and Golden Legend. That other branches of *belles-lettres* may be brought to their notice, Prescott's Conquest of Peru and Conquest of Mexico, Parkman's histories of the north-west, the best works of Arctic and Afric exploration, the Autobiography of Franklin, and one of Geo. Eliot's novels connected with child life, as *Silas Marner* or *Mill on the Floss* (both of which have been placed among Harvard requirements), are included in the year's work. Thus a great deal of good ground is gone over in a single year, at the average age of sixteen, when the mind is plastic and eager to taste all that is bright and

vivid in literature, whether good or bad, whichever is held up to notice. The examination given every three weeks ensures a pretty thorough perusal of history, biography, travel, fiction, and poetry, in considerable quantity and in pleasant alternation, without dropping slow, critical study of one standard American author, —Irving.

In the First Class, somewhat less ground but more careful reading is required. Five recitations instead of two occur weekly, and in four of them the Harvard course is rigidly followed. Shakespeare occupies the same time and place as Irving or Scott in younger classes, while a general view of English Literature with the study of choice selections, from Chaucer's time down to the present century, rounds out the more critical work. Virgil's *Æneid* is always read in English at this stage. The First Class for '82-'83 reads Julius Cæsar and *As You Like It*, the *Roger de Coverley Papers*, Macaulay, Addison, Thackeray's *Henry Esmond*, and Scott's *Marmion*. The class for the year '83-'84 will take Julius Cæsar, *Merchant of Venice*, *Henry Esmond*, Irving's *Sketch Book*, Scott's *Lady of the Lake*, Burns's *Cotter's Saturday Night*, and Carlyle's *Essay on Burns*.

This school has required Shakespeare, Irving, and Scott of all her graduates for over twenty years. Harvard has required Shakespeare for a few years past, adds Scott this year, and asks all three, for the first time, of next year's candidates. Chauncy Hall is glad to see that all young men fitting for Cambridge are at last imbibing the same draughts of literature which this school has pressed to the lips of all its scholars for a generation, whether aiming at business or college. From their ranks have stepped forth to college in the

older days such writers as Parkman, Tuckerman, and Jarvis; while graduates of the last few years have already taken prominent positions as writers, first in the college periodicals, and then on the staffs of various Boston papers. Chauncy confesses to some pride in these facts, and is not ashamed of the record. It urges on its pupils the Scotch professor's advice: "Get your skin full o' good books; ye can no think o' them much for a while, but when ye get to the time o' studying them, ye'll have something to stand on."

#### THE SCHOLARS IN THE LOWEST CLASS

In the grammar grade have selections from the Iliad and Odyssey and from Hawthorne's Tanglewood Tales read to them, with explanations and subsequent questioning by their teacher. They take great interest in the subject, and get much useful information in regard to mythology and ancient history. They are encouraged to write out the story, and often do this with accuracy and much spirit, showing that they pay close attention.

#### ORAL READING.

Although only two or three periods a week, of from 30 to 45 minutes' duration, are devoted to reading in each class, the method is such as to ensure progress in grasping and readily handling the ideas of the author. A rapid questioning on the matter to be read almost always precedes the reading exercise. This lasts from five to fifteen minutes. It compels previous study, and obviates the errors especially common in reading classes. It calls such careful attention to the points of the lesson that natural emphasis and inflection are well-nigh certain in the prompt twenty or thirty minutes'

exercise that follows. Rigid use of dictionary is secured by sharply holding pupils for accent, pronunciation, and definition.

A boy possessed of a good voice and fair taste and perseverance, who works faithfully in the way set him, becomes, if at Chauncy Hall several years, a ready and vigorous reader. Since the establishment at Harvard of the Lee prizes for reading, our graduates have taken far more than their share. Last fall, in the Freshman Class of over 200, two of the above prizes were secured by Chauncy boys, the higher by one who had studied elocution here for eight years, and the other, four. All three instructors in Elocution at Harvard were, a short time since, graduates of Chauncy Hall.

#### DECLAMATION.

Every three weeks each regular member of every class is expected to give a declamation before his class. Criticisms by the class, succeeded by those of the teacher, often follow a speaker's effort. The zeal and skill of even the lowest classes in this study are very marked, and the privilege of hearing the older boys is solicited weekly by those younger.

Boys of the First Class and girls of all classes have regular rehearsals to Mrs. Harris, who has made a specialty of Elocution for several years. She also hears the declamations of the younger classes, after previous rehearsals, in a large room, where, however, they form the bulk of the listeners, and everything is done to make the exercise easy and pleasant. The other classes have the advantage of regular times for rehearsals with Mr. Taylor, for ten years chief instructor here in elocution, and formerly professor of

the art in Bowdoin College, himself a graduate of the school and a prize reader while in Harvard. Besides the times set apart for rehearsals during school hours, both of the Elocution teachers are here every afternoon to give aid in Reading and Declamation. Mr. Ladd and several other teachers are also ready to give similar assistance both in and out of school hours; so that no scholar can have any excuse for not being prepared. A pupil who is very shy can obtain leave to "speak" to the teacher in private until both agree that the time has arrived to do as others do. If the shyness is so rooted as to be insurmountable, this method still secures very desirable training of memory and an acquisition of valuable gems of literature. This is the chief advantage of the study for the girls, who declaim by themselves and are not restricted in regard to poetry, while boys are obliged to alternate with prose. If, however, any girl shows especial taste for Elocution, she has the same extra training that is provided for boys.

A long course of study in this art greatly develops in a young man that desirable quality known as "*presence*"; while those who drop the study as "a nuisance" and "an unnecessary part of education" are apt to lose much of the easy dignity that a young man should possess when entering active life.



## MILITARY DRILL.

Boys are not allowed to bring notes of excuse on account of a temporary ailment or lameness. They may state their own cases and will be excused if necessary. The following are the only reasons accepted for permanent omission of Drill :—Conscientious scruples against bearing arms ; permanent lameness ; physician's certificate of inability ; being an alien, residing here temporarily ; having been major not less than a year in some battalion of good standing ; having not over two lessons a day as a Special Student. In addition to the above exceptions, boys who are taking the two years' course in the Sixth Class (see p. 35) may omit Drill the first year if the parents send request in writing ; but, as every omission hinders their acquiring the proficiency which will be so valuable when a little older, it is hoped that very few parents will make such a request.

Every scholar excused from Drill, or, if a girl, from Calisthenics or Vocal Culture, either permanently or temporarily, will go to room No. 16, at 12 o'clock, and pass the drill hour in study or such duties as may be assigned.

Every boy must be furnished with a drill jacket and cap, and a pair of military gloves, when assigned to a company. The jacket and cap must be distinctly marked with the owner's name.

The advantages of Military Drill, when conducted in a proper manner and with arms adapted to the age and strength of the boys using them, cannot be too highly estimated. It serves the purpose of an extra recess, at that time of day when the mind begins to grow weary with continued application, affords excellent though not violent exercise, and returns the boys to their studies with renewed vigor and refreshed minds. It is a good school of attention and obedience, and materially aids the boys in after life, in all kinds of business where prompt action and a systematic execution of orders are necessary. It teaches them to respect their elders, and that in every walk of life there must be some person in authority whose orders are to be executed promptly and without question. By its training,

boys learn to walk more erect, to hold the head and shoulders in the proper position, and to breathe better. The tendency to become round-shouldered and to walk with a listless and shuffling gait, resulting from a close application to study, is counteracted, and education and manliness of bearing are thus combined.

It is conducted with the design of giving all boys, who remain three years in the battalion, an opportunity of learning so much of the duties of a soldier as is comprised in an acquaintance with the school of the soldier, the school of the company, and the school of the battalion.

The present battalion consists of four companies of sixteen files front, double rank, officered by boys who have risen to their present position by their gentlemanly manners, obedience to orders, power of command, a practical knowledge of the duties of a soldier, and a good knowledge of the tactics through the school of the battalion, tested by a carefully prepared and difficult examination.

Privates of not less than a year's service, and whose proficiency in the manual of arms and whose steadiness while on duty make them eligible, are appointed to be sergeants, and are ranked according to their knowledge of the tactics and skill in its application.

All the sergeants, except those appointed within three months, are allowed to present themselves for written examination, when there are vacancies to be filled among the commissioned officers; and those most competent to fill the places are selected. In this way, a practical acquaintance with the duties of the lower grades and a reasonable amount of theoretical knowledge are ensured in the case of each sergeant promoted, and the result has been found very beneficial in causing prompt

and accurate execution of the military work. Whenever a position becomes vacant, there is some one, already partially trained, ready to fill it at once; and in this way much more can be accomplished than when it is necessary to instruct the entire body of officers afresh at the beginning of each year.

The same disregard of seniority, which is shown in the promotion of sergeants, extends to the commissioned officers.

The care taken in the selection of officers has brought them to such a degree of proficiency that they are capable of taking almost the entire charge of the drill. They are made responsible for the amount and quality of the work done, and meet the requirements of their position with such fidelity that the military instructor has to make very few suggestions.

The interest throughout the battalion is shown in many ways. One of the most noticeable is the small number of frivolous pleas for excuses: another is the friendly rivalry for excellence between the companies.

Scholarship has but little to do with the military promotions, though fair proficiency is required; but *manners and habits are important elements* in deciding the position which an officer may take, and should he be so unfortunate as to be guilty of "conduct unbecoming an officer and a gentleman," such as is mentioned on page 118 as deserving a zero mark in conduct, he will be at once suspended from his rank, and in all probability he will be reduced to the ranks.

It is intended to have a corps of officers of such character and ability that teachers, scholars, parents, and graduates can speak of them with pride.

The average school-boy cares little for the attainments of his officers in literature or science; but he

feels it an indignity to be commanded by those whom he knows to be mean, or coarse, or dishonest; and the School will see that he is not exposed to such a trial.

The drill is free to a special student, if his attention to it is satisfactory, whose tuition bill is not less than forty dollars a half-year.

*Chauncy Hall was the first school of any kind in Boston to introduce military drill as part of its regular exercises.*

At the competitive drill held in the Mechanics' Building, May 18, 1882, from a squad made up of sergeants, corporals, and privates, the following three won the prize medals:

*First*; Corporal DEXTER F. FOLLETT, Co. D.

*Second*; Private CHARLES W. PRENTISS, Co. D.

*Third*; Sergeant HORACE P. COFFIN, Co. B.

Honorable mention was also made of privates ARTHUR P. WATSON and JAMES T. FISHER.

The colors for the coming year were adjudged to  
COMPANY B.

# Roster of Chauncy-Hall Battalion.

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*Major*, FREDERIC H. BRIGGS.

*Adjutant*, WALTER GOODYEAR.

*Quarter Master*, HERBERT M. LELAND.

85

Company A.

*Capt.* J. J. SOUTHER.

1 *Lt.* D. I. SMITH.

2 *Lt.* E. P. BURGESS, JR.

Company C.

*Capt.* R. VOSE.

1 *Lt.* A. T. BRADLEE.

2 *Lt.* A. E. ADAMS.

Company D.

*Capt.* G. C. BREWER.

1 *Lt.* G. F. FAY.

2 *Lt.* J. S. PRATT.

Company B.

*Capt.* H. SOUTHER, JR.

1 *Lt.* H. O. POOR.

2 *Lt.* W. B. STEARNS.

*Sergeant Major*, WALTER AUSTIN.

1 *Ser.* C. POTTER.

2 *Ser.* D. F. FOLLETT.

3 *Ser.* H. B. McMAHON.

4 *Ser.* C. W. SABINE, JR.

1 *Ser.* A. F. MEAD.

2 *Ser.* A. G. SAWYER.

3 *Ser.* F. HENSHAW.

4 *Ser.* H. M. PUTNEY.

1 *Ser.* F. A. PELTON.

2 *Ser.* A. L. CUSHING.

3 *Ser.* C. W. PRENTISS.

4 *Ser.* O. H. HOLDER.

1 *Ser.* F. S. BRYANT.

2 *Ser.* W. R. THOMAS.

3 *Ser.* C. G. RICE.

4 *Ser.* F. G. MORRISON.

## ASSISTANCE ON DIFFICULT POINTS.

THE explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.

But there are members of every class, who, either from uncommon slowness of thought or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. They can usually have further aid during school hours from some member of the very large corps of extra teachers\* ; but if they really wish to learn, or if their parents give heed to the careful reports sent home every week if desired (see p. 91), they remain after school to avail themselves of the opportunities for assistance which are afforded every afternoon. The assistance must be carefully given, or the scholar will gain no mental strength.

No easier road to thorough knowledge on any subject has been discovered than that of persistent and careful labor. The teachers will do their utmost towards opening and smoothing the paths to learning ; but the scholars must apply their own powers to advancing upon these and conquering the difficulties for themselves. Most of the teachers are at their posts until after three o'clock, several of them until after four, and it is very interesting on some afternoons to go through the rooms and see the different kinds of aid that are given.

One pupil is getting an explanation in Physics ; another is gaining a clearer idea of the Sub-

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\* During the present year, 1882-3, from two to six persons have been ready to give help during all the school hours.

junctive in Latin, or of a Conditional Sentence in Greek; the Book-keeper finds why his trial balance is wrong; here a poor reader is learning to become a good one, or the one already good is striving for excellence; in Composition, the young pupil is taught how to begin, and the advanced one is shown how to unfold his subject; the boy ambitious for a part in the next winter's exhibition is rehearsing his monthly declamation, and the student in modern languages is learning the best rendering of some troublesome idiom; but the largest number of workers is usually found in the Mathematical Department, solving the next day's problem in Geometry, Arithmetic, or Algebra. But unfortunately only a minority of the scholars avail themselves of the advantages so abundantly provided. There are pupils in school who sadly need help, but who never come for it; and we have been told repeatedly by parents who had sent children here for years, that nothing had ever been mentioned at home about these afternoon arrangements. Within the last few years a marked improvement has taken place in this respect, but the general statement is as true now as when the greater part of this paragraph was written several years since.

The request, reiterated on page 109, is made here, that **parents positively refuse to help their children in mathematics.** When they are paying tuition bills at a private school they should be relieved of such a care. Parental care and oversight are necessary for most children in several studies, particularly in the three mentioned on p. 109, and generally can be given without much fatigue; but the father who comes home tired from business cares, or the mother who is weary

from her duties, finds it a great trial of patience to spend part of every evening in explaining arithmetic; and unless the parent has had professional training as a teacher the aid is apt to be of but temporary benefit.

*Parents who keep informed in regard to the opportunities* which the school furnishes, need not undergo the trouble brought to notice in a recent newspaper under the head of

A CITIZEN'S COMPLAINT.—“Now, if the teacher would teach, what a task would be spared to at least one unfortunate father, who, every night, jaded and tired with a hard day's work, gathers his children together and patiently teaches them the interminable lessons that should have been explained at school! What a blessing it would be to many a household if this system could only be reversed, and the children could be taught at school, and there learn their lessons, and recite them at home! But, no! To the parent is delegated the task of instruction, while the teacher has only to hear the recitation.”

#### CLASS RANK.

Under the regulations about medals, on page 113, it will be seen that care is taken not to excite improper emulation. For the same reason, no use is made of class rank. It tends to discourage backward pupils, to remind them that they cannot do for a long time, if ever, what others do now with ease; and to stimulate quick pupils to vie unduly with each other tends to a feverish habit of mind and motives. The true method is to demand, from each individual, work sufficiently hard to develop both mind and body; and, at the same time, so to arrange the order of lessons, that the different studies may relieve each other.



## WRITTEN EXAMINATIONS

Give a completeness not only to the knowledge which the teacher has of the scholar's acquirements, but also to the scholar's knowledge of himself. They determine largely his fitness for promotion at the end of the year. For a teacher to rely entirely upon his own judgment in selecting individuals as capable of advancement to a higher class is both difficult and disagreeable, since errors may be made and personal motives suspected. Under such a mode of selection, individuals would often be retained in classes whose studies they were incapable of mastering, and would be dragged along as so much dead weight, gaining no benefit themselves and hindering the advancement of others. To keep any one in such a position is a false kindness, and destructive of all solid scholarship or real advancement. Tests, suited to the average intellect and progress, and judiciously applied, tell the scholar himself, as well as his friends, exactly where he stands; and, with common good sense, he will quietly acquiesce in their revelations and take a lower place, or will make a degree of effort, that, at a subsequent examination, will enable him to gain the percentage required for promotion with his class.

No excuse but illness is accepted for

## ABSENCE FROM EXAMINATIONS.

Public notice of examinations is given three days in advance, so that, if an examination interferes with another exercise, the pupil can make arrangements with the teacher of such exercise, at least one day in advance, to recite at some other time, so that he can be present at the whole of the examination. No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. A set cannot be used twice the same year, and only very

rarely can it ever be used again. It is a severe tax on the teachers to hold a special examination for the pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the appointed day for *any other reason*, he will be considered as having entirely failed in that particular study, and will be classed accordingly. If his parents wish him to have an extra examination, they will send a written request to the teacher of that study, enclosing a fee of two dollars. The slight fee is not more than half the remuneration which such work should receive.

It is hoped there will be no absence of this kind during the coming year; but if there is, and the absence reduces the average per cent. below what is required, the rule will be strictly enforced, that the pupil *either go into a lower class or settle the matter in the manner mentioned.*

Of course this does not apply to all the examinations of those scholars mentioned on page 35, who are doing only partial work, and who are understood to be members of that class for two years.

Necessary as examinations are to the thoroughness of any school, they are apt to be attended by two evils; a striving for class-rank, and a strain upon mind and body from too many hours of examination in one day. But great care about hours is taken at this school, and it has no class-rank.

Objections are sometimes made, nowadays, to all systems of marking or examinations; but Chauncy Hall has the old-fashioned idea that parents have a right to know, as nearly as possible, how their children are doing at school. In regard to every scholar a careful record is kept, which is open to inspection by parents, and is sent to them as often as can reasonably be expected.

## REPORTS

Of two kinds are furnished: quarterly, giving examinations only; and weekly, giving both recitations and examinations.

## QUARTERLY REPORTS.

Reports which contain the results of quarterly examinations in all the studies pursued are sent home for all scholars, regular or special, and a cross (†) in red ink calls especial attention to studies in which the scholar has failed to obtain the required per cent. By keeping and comparing successive reports it will be easy to see the standing of the scholar in any particular branch of study, and in his work as a whole. These quarterly reports are to be retained by the parents, but the accompanying coupons are to be returned to the school.

If parents wish more minute information than the quarterly reports furnish,

## WEEKLY REPORTS

Will be made for pupils who take *without any variation* either of the two full regular courses, English or Classical. These reports contain a record of *each separate lesson* and each examination of the previous week. Parents who wish such reports will *send written word* which they choose of the two ways mentioned on page 93.

*But as soon as any lesson is permanently omitted, or even suspended for several weeks, the report stops unless a written order to the contrary is received from the parents. In all such cases a charge of two dollars a half-year is made for reports thus ordered. (See pp. 37, 41.) This does not apply*

*to scholars who continue two years in a class as mentioned on p. 35. For these, regular reports are sent as if they took all the studies of the class.*

These reports are prepared with much labor, receive regular oversight and frequent comment, and are the chief means of communication with parents. It is not claimed that every mark is precisely right. An idle but quick-witted pupil may get a higher mark than he deserves, while a classmate who has made faithful preparation may be confused in recitation and not do himself justice. But the average of a week's marks gives very nearly the results of study or negligence. Inability to learn readily to spell or write, to cipher or compose, or neglect to use the ability, may be read in low or very moderate marks for such exercises. A parent can decide, from his knowledge of home habits, the cause to which the poor result is due. A series of unsatisfactory marks in deportment shows a disregard of good manners, and calls for warning and advice. The reports speak more plainly and regularly than we can, and often tell truths that it might be unpleasant for us to tell. If the general drift and tendency of their communications are noticed, and home habits of study are taken into consideration, it will not be difficult to mete out appropriate comment or advice; but if a scholar finds that parents give little attention to reports, remissness in school duties is apt to appear.

The school is perfectly willing to be at the great trouble and the considerable expense that necessarily attend the making of weekly reports; but it does not feel it a duty to continue any longer that care about their return to the school, which has been so onerous on account of forgetfulness either by children or by parents.

Therefore, for the fifty-sixth year, **beginning September, 1883**, parents who wish for weekly reports will decide which they prefer of the following

#### TWO WAYS OF SENDING REPORTS.

*First.*—Reports to be *sent by mail*, in directed and stamped envelopes furnished by parents, *without any obligation of being returned to school*. Parents who prefer not to furnish such envelopes can have reports sent by mail for \$1.50 a year; this charge being not for reports, but for the extra expense and trouble caused by not sending by the scholars.

*Second.*—Reports to be sent home by the pupils as formerly, to be signed by the parents and returned to school during the following week.

An account of returned reports to be taken every Friday. If, in course of the year, five instances occur of neglect of any one pupil to bring a report on or before the Friday when it is due, the weekly report for that pupil will stop at once on the fifth failure, and no more reports will be furnished, except on a written order from the parents for reports to be sent by the *First Way*. Reports will then be sent by mail, and need not be returned to school.

The school records are to be the only authority in regard to issue or return of reports.

All claims for prizes given by the school are proved by the weekly reports, which must be brought in by the scholar at the end of the year, as explained on pages 113, 116.

## HEEDLESS CHILDREN

Sometimes enter the school, who, either from natural carelessness, or want of previous training, cannot, even with the best intentions, undertake at once, or even within the first year, the full work of the average scholar, and fall into the regular and careful habits which are so important for their best development. If so much is required of them at first, they are apt to become irritable or discouraged. Such children can, usually, be led into good habits if, for a year or two, less than the average work is exacted of them, while what they are required to do is rigorously insisted upon. Gradually finding that they can do *something* as well as other scholars, they are encouraged to persevere and do more. Such a youth can often obtain a good education by remaining at school a year or two longer than the usual time; when he will be able to begin a business life not only with a good knowledge of some things, but with a general improvement in habits which will be of incalculable advantage.

For such pupils, at the beginning of their school life here, the two years' course is recommended which is described on page 35.

## EXHIBITIONS

Have been held annually for over half a century. They give great pleasure to a very large majority of pupils and parents, and are managed with great care to avoid the objections often justly made against such public exercises. Should there happen to be parents who do not approve of exhibitions even in the way these are conducted here, they have only to keep their children at home on that day, and send the customary note of excuse for absence.

Nothing is obligatory on any pupil except to be

present in his assigned seat as he would be on any other school day. The parts are all taken by volunteers. The exercises are so varied that it is very easy for any steady, industrious pupil to obtain some part, and if he has taken unusual pains with elocution during the year he is allowed more than one part. At the last two annual Exhibitions, more than a hundred different pupils had parts. During preparation, the regular work is not changed, except sometimes in reading.

Of course, on Exhibition day, and on the previous day when the general rehearsal takes place, there are no recitations; but the exercises on those days have their own educational value, in inculcating good manners, perfect order, promptness, and self-reliance.

The crowd that formerly made the Exhibition so uncomfortable has been stopped by a charge for admission except to a part of the upper balcony, and by allowing no more persons to enter Music Hall than can be seated.

As most of the seats are reserved for the parents and friends of the pupils, and for such graduates as are invited, the receipts are small. The *entire* receipts of the last four Exhibitions have been devoted to the reference library and the laboratory.

The former members who were invited to the last Exhibition were those who had been a full year in Chauncy Street; or who, since the demolition of the old building, had been a year in the First Class or three years in the Upper Department, previous to July, 1880; or had taken any prize in the upper three classes of the Upper Department; or who were members of any of the three Associations known as "Thayer," "Chauncy Hall," and "Class of 1876"; or officers of other class associations.

The music, as is customary in all other schools, is furnished by the pupils.

## ORDER OF EXERCISES

AT THE

*Fifty-fifth Annual Exhibition of Chauncy-Hall School, at the  
Boston Music Hall, Tuesday, Feb. 13, 1883.*

1. ENTRANCE OF THE SCHOOL (at about 2.45 o'clock),  
Under command of Maj. F. H. BRIGGS.
2. DECLAMATION, . . . . . HARRY T. SHERMAN.  
**New England.**—(JOHN D. LONG, in New York, Forefathers' Day, '82.)
3. READING, by members of the Fourth Class.  
**How the Baby Went Nutting.**—(KATE UPSON CLARK.)  
E. E. Guernsey, H. L. Caldwell, Jr., A. W. Newton, C. S. Butler, Jr.,  
O. F. Park, C. E. Wilson, A. H. Alley, G. W. Walker,  
A. G. Wood.  
[Arranged in order from stage right.—Conducted by Capt. R. VOSE.]
4. DECLAMATION, . . . . . WALTER AUSTIN.  
**Extract from De Corona.**—(DEMOSTHENES.)
5. RECITATION, . . . . . CARROLL N. BROWN.  
**The Enchanted Shirt.**—(JOHN HAY.)
6. READING, by members of the First Class.  
**Extract from Julius Cæsar.**—(SHAKESPEARE.)  
[Scene just preceding the Assassination.]  
H. Souther, Jr., C. A. Locke, H. M. Putney, A. T. Bradlee,  
F. S. Bryant, F. H. Day, M. A. Lochman, A. L. Cushing,  
W. Goodyear, J. J. Souther, A. F. Mead, Frances W. Ballou,  
J. S. Pratt, W. R. Thomas, G. C. Brewer, Alice M. Walton,  
Anna S. Frothingham.  
[Arranged in order from stage right.—Conducted by 1st Lt. D. L. SMITH.]
7. DECLAMATION, . . . . . ARTHUR T. BRADLEE.  
**The Scholar in Politics.**—(GEO. WM. CURTIS.)
8. READING, by members of the Primary Department.  
**An Easter Lily.**—(*Youth's Companion.*)  
A. G. Turner, I. Morse, G. W. Crawley, L. F. Jacobs,  
E. Buel, H. Endicott, Jr., F. P. Gay, Blanche E. Chipman,  
W. V. Tripp, R. B. Dixon, W. T. Wonson, Sarah E. MacDonald,  
E. N. Burwell, C. E. Currier, G. Whiting, W. Gwendoline Sand-  
R. H. White, Jr., A. H. Morse, G. E. DeMeritte, ham.  
[Arranged in order from stage right.—Conducted by Adj. W. GOODYEAR.]
9. COMPETITIVE DRILL, by Sergeants, for medal offered by Class of '76.  
F. A. Pelton, J. S. Pratt, F. Henshaw,  
A. E. Adams, D. F. Follett, A. L. Cushing.  
[Arranged in order from stage right.—Commanded by Capt. J. J. SOUTHER.]
10. DESCRIPTION, . . . . . HENRY M. PUTNEY.  
**Coasting.**—(*Belfast Journal.*)
11. RECITATION, . . . . . FRANCES W. BALLOU.  
**The Maiden Martyr.**



12. READING, by members of the Fifth and Sixth Classes.

**Jim's Thanksgiving.**—(*Harper's Young People.*)

|                    |                |                     |                   |
|--------------------|----------------|---------------------|-------------------|
| H. F. Burkhardt,   | H. F. Odell,   | H. J. Watson,       | C. O. Richardson, |
| F. B. Leonard,     | J. S. Pray,    | J. R. Whipple,      | J. B. Warren,     |
| H. W. Bates,       | H. C. Walker,  | W. Leigh,           | A. W. Kennard.    |
| E. F. Miller, Jr., | E. C. Bradlee, | H. G. Bradlee,      |                   |
| G. B. Haucox,      | S. P. Draper,  | L. D. Shepard, Jr., |                   |

[Arranged in order from stage right.—Conducted by Capt. G. C. BREWER.]

13. RECITATION, . . . . . HORACE MANLEY LANE, JR.

**King Olaf.**—(ALICE WILLIAMS BROTHERTON.)

14. DECLAMATION, . . . . . RALPH VOSE.

**Our Monuments.**—(JOHN D. LONG, Decoration Day, '81 )

15. READING,

**Kittie Kin's Doll.**—(*The Sheltering Arms, New York.*)

|                    |                     |                     |
|--------------------|---------------------|---------------------|
| Flora MacDonald,   | Madeleine L. Bacon, | Blanche B. Walker,  |
| Laura L. Parks,    | Mary J. Howard,     | Corinne D. Grilley, |
| Hattie C. Simonds, | Louise Lawrence,    | Edith E. White,     |
| Ethel L. Leigh,    | Mary E. Jones,      | Florence DeMeritte. |

[Arranged in order from stage right.]

16. RECITATION, . . . . . CHARLES W. PRENTISS.

**Paul Venarez.**—(EBEN E. REXFORD in *Youth's Companion.*)

17. DECLAMATION, . . . . . FREDERIC H. BRIGGS.

**Eulogy on Webster.**—(JOHN D. LONG, at Marshfield.)

18. RECITATION, . . . . . MARY E. JONES.

**Discontent.**—(SARAH O. JEWETT.)

19. READING.—By members of the Second and Third Classes.

**A Battle of Icebergs.**—(DAVID KER.)

|                |                 |                 |               |
|----------------|-----------------|-----------------|---------------|
| F. L. Roberts, | F. P. Royce,    | E. Burrage,     | H. Griffing,  |
| H. T. Sherman, | H. J. Coolidge, | C. W. Prentiss, | H. D. Murphy. |
| D. F. Follett, | C. N. Brown,    | A. P. Watson,   |               |

[Arranged in order from stage right.—Conducted by Capt. H. SOUTHER, Jr.]

20. RECITATION, . . . . . MYRON A. LOCHMAN.

**Extract from the Æneid.**—(VIRGIL.)

[Dido Reproaching Æneas.]

21. SWORD DRILL, . . . . . Commanded by Major F. H. BRIGGS.

|                        |                       |                        |
|------------------------|-----------------------|------------------------|
| Capt. H. Souther, Jr., | Ser. C. Potter,       | Adj. W. Goodyear,      |
| *Lieut. D. L. Smith,   | *Corp. G. H. Wheeler, | *Ser. J. S. Pratt,     |
| Ser. F. S. Bryant,     | Capt. J. J. Souther,  | Ser. Maj. W. Austin,   |
| *Corp. J. T. Fisher,   | *Ser. F. A. Pelton,   | *Corp. H. M. Lane, Jr. |

[Arranged in order from stage right. The *asterisk* denotes those in rear rank.]

22. RECITATION, . . . . . EDGAR BURRAGE.

**Old Prob.**—(*Boston Evening Transcript.*)

23. RECITATION, . . . . . FRED H. DAY.

**Lady Yeardeley's Guest.**—(MARGARET J. PRESTON in *Our Continent.*)

24. DISTRIBUTION of Medals and other Prizes.

25. DISMISSAL by Officers of the Battalion.

## RECEPTION DAYS.

Notwithstanding the cordial invitation, given in the Catalogue for many years, for parents to be present at any time, at any of the school exercises (see page 10), it is found that many of them defer their visits until a special message is sent. Therefore occasional Reception Days have been established.

On these occasions, none of the exercises are gotten up for show; but all are selections from the ordinary work.

The classes are aware of the subjects to be taken up, but no scholar can tell what questions will come to him.

The Compositions are not re-written, but are read from the original papers, presented as regular lessons, when the writers had no thought of coming before an audience.

The Declamations are selections from the regular pieces.

On these days, the Compositions and Declamations are voluntary exercises; but if a class is called out, every member, who is at school, is expected to appear.

Generally the regular lessons of the day go on as usual in the different rooms, and can be heard by any visitors who may prefer them to the exercises in the Hall.

## SINGLE SESSIONS.

[The following statements appear in other parts of the catalogue, but are brought together here as a convenient way of calling the attention of persons who fear the effect of single sessions.]

Besides the unusual care taken about ventilation, light, positions, luncheons, &c., as mentioned on pages 61-66 of the catalogue, and about detentions on page 108, it has been a constant aim

### TO OBVIATE THE EVILS OF A SINGLE SESSION.

Within the last two years many parents have recognized this effort, either in person or by letter; but as some are probably not acquainted with what is done, attention is called to the following arrangements. Any one of these taken alone may seem but a slight thing; but in the aggregate they remedy the defects that naturally pertain to a single session, and make it, so far as the members of this school are concerned, more desirable than two sessions.

#### *Drill,*

Military for the boys, calisthenic for the girls, affords an admirable exercise four days in the week, as it is not put at the end of the day's work, as is done in most other schools, but is at twelve o'clock, so that the scholars come back refreshed and invigorated; and the remainder of the session, instead of being an hour of weariness and lassitude, is nearly as good as the earlier hours.

#### *Recess*

Is half an hour long, thus allowing not only for lunch but for some active game. Out-of-town scholars who get a warm dinner at a café are allowed extra time, so that they need not eat in a hurry.

Thus, with the exception of Wednesdays, when singing takes the place of drill, recess and drill added together make an hour free from study—on Thursdays an hour and a half. In addition to the regular recess, extra play times of from fifteen to thirty minutes are often given to those scholars whose lessons are satisfactory. The lower classes are often dismissed half an hour or more before the upper classes. In most cases the scholars have

*Change of Rooms every forty-five minutes.*

This movement is a decided relief, particularly as it is done not in "tip-toeing silence," but in a natural manner. It also affords rest through the pictures, tinting, and fittings, in which each room differs from every other.

*Lunch may be taken At Home*

By scholars living near the school, provided they bring in the first place a note from home and afterwards give daily notice themselves. If their lessons close early, they can break the session to dine at home and return to study in the afternoon; but they are held rigidly to the same conditions as pupils who return for "afternoon assistance." (See pages 86, 108.)

More parents than ever before have very wisely decided to have their

*Children remain two years in their present  
English Class (see p. 34),*

in order to lessen the number of study hours.

In some cases this is for the purpose of paying extra attention to languages or to music; in others, on

account of a delicacy of organization which will not allow of out-of-school study.

But as the large majority of scholars are doing the regular school work for which *daily home study is indispensable*, their parents are requested to notice that many hours assigned for class work, on the order of exercises, are occupied with lessons on which no previous study has been spent.

The time given to drawing, penmanship, and singing; to lectures on different subjects; to oral instruction in natural science and American history, uses a large portion of each week in a way that does not tax the mind of the scholar.

Parents are also reminded that the mathematical course is arranged to press very lightly on young pupils, while the success with which the graduates enter the University and Institute of Technology shows that nothing is lost by the transfer of such studies to a comparatively mature age.

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EVERY FATHER AND MOTHER,

And every other person who has the supervision of a scholar, is earnestly requested to become thoroughly acquainted with the PRIVILEGES, REGULATIONS, etc., on pages 107-110.

## FOUNDATION OF THE SCHOOL.

*From the Fiftieth Annual Report, 1878.*

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### GOOD MANNERS.

It was a prominent feature of the school, as conceived in 1828 by its energetic and far-sighted founder, GIDEON F. THAYER, that the manners and politeness of a gentleman should be always insisted on in the daily life and conduct of a school-boy; and an example was afforded in his own unfailing courtesy.

Punctuality, order, neatness, and the other minor virtues were always enforced as necessary qualifications for the student or man of business.

### THOROUGHNESS.

No royal or easy road to learning was ever promised to the students of any of the branches taught in the school, nor was any system or amount of teaching guaranteed to do away with the limitations of nature which have made some quick and others slow to learn. All, who professed to give scholarship on any other conditions than persistent and conscientious labor on the part of the scholar, were set down as literary impostors and educational quacks; and all books, holding forth promises that all can master their contents with equal ease by obeying certain directions, were placed in the same category of ignorance or dishonesty. It was always impressed on the scholar that, to learn anything, he must labor in proportion to its value, and by no means confine himself to that which he liked to do, a species of intellectual effeminacy destructive of all mental courage and robustness. Though a private institution, the school was never intended to be a refuge

for laziness or imbecility, and if any came to it with that idea, or with the intention of having their own way, they were soon undeceived.

#### SUCCESS OF SCHOOL AND SCHOLARS.

Conducted upon the principles briefly indicated above, the school proved a success. Its numbers varied little and were equal to its accommodations. Several great mercantile crises, when, for a short time, ruin seemed to stare every one in the face, did not affect it; on the contrary, education seemed to be more appreciated and scholars remained longer at school. Its pupils were in demand in the best counting-houses, and could be found in important mercantile positions all over the world, and its graduates have entered college, annually since 1834. Neither the mercantile apprentice nor the young student has been sent out with barely the qualifications that would enable him to take his first step, but with tastes and accomplishments calculated to smooth and adorn any career. Upwards of four thousand scholars have received the influence and instruction of the school, thus affording a strong argument in favor of the principles on which it is conducted.

#### MR. THAYER AND HIS SUCCESSORS.

After a life of zealous and conscientious labor, the founder of the school passed away, leaving, as his best monument, his influence upon his pupils. His successors, either trained under the roof and guidance of the school, or bringing new light and experience from other fields, have done their best to keep up its character and carry out its system and principles, with such changes and additions as seemed demanded by the wants of the day and the present state of education.

THE following pages appeared in the Catalogue of 1878-9, under the title of

A FEW LAST WORDS FROM THE SENIOR PRINCIPAL.

Mr. Cushing has kindly consented to their re-appearance, as they give, in a short space, an account of some important features of the school.

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As my connection with Chauncy-Hall School, extending over half a century, is soon to close, I take advantage of the opportunity offered me in the pages of the Annual Catalogue to say a few farewell words to its friends and pupils. Having seen two generations of scholars grow up under my eye, having had the pleasure of taking part in conducting the education of many whose fathers I had taught in earlier years, and having noticed their subsequent progress and the positions that they attained in business and in society, perhaps I may fairly be allowed to express an opinion upon what is done for pupils in the school and the modes of doing it.

Planting itself upon what elements of good teaching existed in the best schools in the earlier part of the present century, Chauncy Hall has added to them whatever improvements in principles and practice approved themselves to its teachers, who have always been careful observers of all that has been done in the cause of education and taken an active part in the various movements for its advancement. It was not necessary to make a radical destruction of the methods of the day in order to found a new school. That has been tried among us in various instances, but never with any permanent success. **The surer and wiser system of taking what was good as a foundation, and gradually enlarging and building upon it,** has been pursued. It is a mistake to suppose, as seems sometimes to be assumed, that there were no good teachers nor thorough work in the schools of fifty years since. Very able men were engaged in them, who, with the small appliances and means at their command, wrought wonders; and in some respects we have hardly improved on them.

The great advantage that Chauncy Hall has enjoyed from the beginning was the introduction, as one of its corner stones, of The Division of Labor in Instruction, which, with a sufficient number of scholars, allows each teacher to give his whole mind to the work for which he is best fitted, unembarrassed by the numerous petty details of discipline and management. Under this system, satisfactory instruction has been given to *thousands* of pupils, imparting a more systematic, minute, and thorough education than could possibly be given without it, and enabling them to take honorable places in the ranks of business and professional life.



Fortunately, too, the founder of the School was one who believed in small things as well as great in education; in precision, accuracy, and finish, even in what are sometimes considered the humbler branches of Reading, Writing, and Spelling, as well as in Mathematics, Languages, &c.; and I can still see traces of his careful and conscientious work in our community.

Having found this system good, it has been elaborated. More departments now exist than at first, the teachers are well trained and enthusiastic in their work, and I know that it is their determination not to lower, in any point, the high standard that has been gradually set up, but, when time and opportunity is allowed them, to give a careful and finished education. No amount of skill and enthusiasm, however, on the part of the teachers alone, will produce the full result aimed at—a good education. Parents must cooperate and pupils must give their best efforts. Without these elements, the goodness of teaching and the opportunities of school avail little. The duties and engagements of the pupil while under instruction must be looked upon as of paramount importance, taking precedence of the claims of pleasure, fashion, or society. Only the most important and serious affairs should be allowed to interrupt the even tenor of school work. Unless the parent shows the respect for it that he does for his own business, it will be considered a subordinate affair by the child; unless a reasonable interest is taken in his progress at school, he will hardly exert himself to make any. Very much time is now assigned by the customs of the day to leisure, change, and recreation in the form of vacations. I have seen the yearly amount of them *doubled*, even *tripled*, since the commencement of my teaching—and the *daily* work made much shorter. What can be expected if the short school-year remaining is spent in a languid manner and subject to frequent interruptions? As the result of experience and observation and the best light to be obtained, I can assure parents that there is no danger to be apprehended from intellectual labor properly proportioned to age. Very few scholars are injured by their studies, and it is easy for one conversant with their habits to see many other causes more efficient than study in producing occasional invalidism. I am happy to say that a good working spirit now prevails in the school. Many are aiming at the goal of good scholarship, and see that, in the main, they must reach it by their own exertions; that their teachers can direct and aid them, but that they themselves must do the work. With this spirit of self-help almost anything may be accomplished; without it, very little.

The inculcation of the greater and the smaller morals and the formation of character and habits have always held a high place in the objects aimed at by the school. To impress upon the young mind the qualities going to make up the character of a Christian and gentleman, has been considered a most legitimate part of its work. This has been accomplished not by formal lessons, but by improving opportunities as they rose; by words in season, showing that school-boy life, even, gives room for the practice of truth, honor, magnanimity, generosity, and all the high qualities that we admire in the hero or the patriot; by commenting on events as they occurred, illustrating these qualities or their opposites; and by reposing trust in good character as it is developed and understood, and assuming that such trust will not be betrayed. The moral standard of the school was early set high and has never been lowered; and what is

of almost equal importance, the *traditions* of the school, the unwritten code that is handed down from day to day and from class to class, have been largely in accordance with this standard. As an instance of this, the treatment of strangers and new classes may be mentioned; instead of having to run the gauntlet of persecution, as is only too common in educational institutions, they are received with cordiality and kindness, and older members vie with each other in inducting them gently and kindly into the ways and customs of the school. Among the *traditions* of Chauncy Hall, too, has always been the keeping up the forms of good breeding and politeness, now, alas, considered in some quarters rather old-fashioned and obsolete. They were highly valued and always practised by its founder, and carefully taught and insisted upon when necessary; and, having started right, example has handed them down from year to year, so that the observances of the school remain almost unchanged and often excite the notice and favorable comment of visitors and strangers.

This carefully devised system of instruction, the order, regularity, and fulness of the teaching, the watchful and earnest formation of character and habits, have not been fruitless of results. The graduates of the school can be found in all parts of the world, and usually in positions of respectability, honor, and profit; they allude to their school days with pleasure and gratitude for what was done for them, as being the cornerstone of their success in life; they meet their old teachers with those feelings of kindness and respect that make the relation so agreeable and satisfactory to both parties.

In calling up in imagination the rows of youthful faces that have occupied the seats in our school-houses for so many successive years, and tracing the subsequent career of those who have been spared to reach manhood and maturity, I find that the hopeful feelings with which I viewed even their faults were not altogether unfounded. The good element in their characters, with what was done to improve them, has usually prevailed over their juvenile weaknesses and errors, and I offer this as an encouragement to hopeful and unflinching efforts for the improvement and reclamation of the most perverse and reckless. The great majority will carry away what they need to become useful and successful in life, and reward the pains taken with the education of their earlier years.

\* \* \* \* \*

I have passed an eminently happy life thus far in connection with the School, and do not wish the recollection of it to be alloyed by any disagreeable feelings of compulsion in leaving it arising from ill health or failing powers. I go at the present time with the more satisfaction, that I can leave it in the hands of one who has been my partner for nearly twenty years, and who is, together with his associates, fully imbued with its system, spirit, and traditions, and able and fully determined to carry it to the highest possible point of excellence and usefulness.

May I ask of parents to transfer to them the confidence, support, and kindness which I thankfully acknowledge to have received; and of pupils, to give them the obedience, respect, and regard, which have helped to make my life so happy.

T. CUSHING.

EVERY FATHER AND MOTHER,

And every other person who has the supervision of a scholar, is earnestly requested to make thorough acquaintance with these

**Privileges, Regulations, and Things Forbidden,**

FOR THE UPPER DEPARTMENTS.

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PRIVILEGES.

DISMISSALS DURING SESSIONS are occasionally allowed, *provided* that, if the scholar loses any lesson thereby, the parent is aware of such loss, and states this fact in the written or personal request for dismissal. See page 69. This recognizes the right of parents to the dismissal of a child when they please—unless it interferes with necessary school discipline—while it protects them from any attempt on the part of the child to use their indulgence as a screen for unacknowledged neglect of a lesson.

VISITORS.—A scholar may leave a recitation to see a visitor, if such visitor be a *parent or guardian*. Besides this, messages brought by any authorized person will be delivered to the scholar by one of the Principals or by the Secretary.

SPELLING MAY BE OMITTED for a specified time by the following classes of students; though it must be at once resumed if careless spelling appears in any written exercises.

1. For an entire year, by those students who have passed the preliminary examination in English Literature at College.

2. For the remainder of the school year, by those who pursue two extra languages, one of which is Latin or Greek, and who do not miss a word in spelling lessons nor in composition for ten consecutive weeks. If such perfect spelling is during the ten weeks at the end of the school year, the exercise may be omitted until the first of the following January. One hundred per cent. in examination will count the same as perfect lessons.

3. For the remainder of a regular quarter, by those who do not miss a word in the first two satisfactory compositions of that quarter nor in the spelling lessons of the first five weeks. Examination counts as in No. 2.

SINGING.—Change of voice or disease of the throat may be explained by the pupil *without a note from home*; and that pupil's attention to Vocal Music will be required only for such exercises as involve no risk.

SCHOLARS' GRIEVANCES.—Any scholar who feels that he is unjustly treated by a teacher is not only allowed but is requested to write out his

case in full, state his grievance, and hand it to the teacher who appears to be in fault. Such notes, when properly written and addressed, will always receive careful attention even if the teacher makes no change in the decision.

But no scholar above the lowest two classes is allowed to *talk* with the teacher about such a case, unless the written statement has been previously made. It is hoped that the more intelligent members of the fifth and sixth classes will soon learn to manage such matters in the way which works so well with the older scholars.

**AFTERNOON ASSISTANCE.**—Pupils who need assistance in the afternoon can generally obtain permission to leave an hour early on days when they have no recitation between one and two o'clock. This privilege enables them to get exercise and dinner, and to return in good condition for the special work without any real lengthening of study hours.

**SPECIAL ARRANGEMENTS FOR LUNCH** will be made for any pupil who finds that the lunch time of any day is all occupied by extra recitations. Such case must be immediately reported to the Class Superintendent or to one of the Principals.

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## REGULATIONS.

**ABSENCE.**—A note of excuse is required at the close of absence, and *previous* written or personal notice is respectfully requested. If the scholar is a candidate for a medal, the reason for absence must be given (see page 116); if he is not a candidate, the parent's approval of the absence is, of course, sufficient, without stating the reason.

**TARDINESS.**—Excuses are required for lateness the same as for absence, except for scholars regularly late. The latter must bring, *in the beginning*, a written statement of the reason for such regular lateness; and they will be held as accountable as other scholars for *each* lateness beyond the regular time allowed.

**WITHDRAWAL.**—When a pupil is withdrawn from school either temporarily or permanently, a **WRITTEN** statement to that effect, from the parent or guardian, should be sent.

**HOURS.**—Five hours of school time are required daily, in the Upper Department, exclusive of recess, except on Saturdays. For reduction of hours in the lowest classes, see pages 60, 100; in the Primary and Kindergarten departments, see pages 131, 136. The exercises begin at 8.45 o'clock, and close at 2.15. The school-house is open from 8 to 3½ o'clock, and generally to a later hour. Special cases must be met by special arrangements.

**DETENTIONS.**—Bad lessons and ordinary infractions of school rules are generally settled by detention after regular school hours; but this can be so arranged as to cause little or no interference with dinner hours, as most faults can be settled—

- (a) By the return of the pupil to school in the afternoon after dining at home.

- (b) On the next day after they are incurred, so that the pupil's family may meanwhile make such arrangement for his dinner as they deem most advisable.
- (c) On the afternoon of the last school-day in the week, or on Saturday morning, if they do not exceed four in number during the week.

Parents can make any one of the above arrangements by seeing one of the Principals or the Class Superintendent, or by sending *written* word.

If no such notice is received, it will be assumed that parents have made satisfactory arrangements about luncheons and dinners, and that they prefer to have all faults settled on the day they occur. And those exercises that come at long intervals, like

### Composition, Abstract of Authors, and Declamation,

must be settled, so far as is convenient for the teachers, *on the day when they fall due*. No ordinary excuse, like want of time, or not understanding the subject, or inability to find a book, will be accepted for non-preparation. Parents are earnestly requested to see that these three exercises are begun two weeks before they are due (see p. 31 for dates), and also to see that they are completed in season; but in mathematics, no home aid should be given.

All scholars having faults to settle in the afternoon will go *immediately after list call* to the room appointed for the detentions of that day, and will remain there steadily at work unless leave to see some other teacher is obtained from the teacher who has care of that room.

**EXAMINATIONS.**—When an examination interferes with another exercise, the pupil must make arrangements with the teacher in that exercise, at least one day in advance, so that he can be present during the whole of the examination. See pages 89, 90.

**PROMOTIONS.**—Certificates of promotion in the English and Classical Departments below the first class are given at the close of the school year, only to those students who pass a satisfactory examination in every study pursued by their class, or offer for omissions the substitutions specified below. No pupil, who has more than one condition not made up by September, will be allowed to join a higher class.

Sixty per cent. is required in English branches in every study, except that 60 per cent. in Latin and in one other language, or 70 per cent. in two modern languages, or 80 per cent. in Latin alone, will be accepted in place of one English study; such substitution to be stated on the promotion card. Also 60 per cent. in Latin will be accepted in place of English Grammar, if a scholar's parents certify that pursuit of these studies together seems imprudent for health.

Promotions are also allowed at *any time of year*, on satisfactory examinations, as an encouragement to pupils whose industry and health enable them to do the necessary work.

**MILITARY DRILL.**—See p. 81 for excuses, regulations, promotions, &c.

## THINGS FORBIDDEN.

It is intended to have but few inflexible "rules," especially prohibitions, preferring to rely, as far as possible, on the pupils' honor and courtesy; still, the peculiar freedom and variety of the school, as well as the situation of the school building, demand certain restrictions for the best good of all concerned. To such rules as there are, pupils will be held strictly accountable.

LEAVING ONE'S ASSIGNED SEAT is not allowed without permission. The frequent changes of classes from room to room make it so easy for a scholar to violate this rule, that to take such advantage of unwatched liberty is all the greater breach of honor, and is treated as a grave offence.

BOOKS NOT TO BE LEFT AT SCHOOL.—No books, except those on Mathematics, may be left at school on the same day on which they are used there, but must be taken home, that they may be always ready for home study. If this rule is observed, the right books will always be at home; therefore absence can never be taken as an excuse for non-preparation of lessons, *so far as depends on having the books.*

BORROWING OR LENDING any written exercise is forbidden.

SMOKING is forbidden *at all times* in or about the school-house, the playgrounds, and the drill hall; also on the way to or from the school within five minutes' walk of the school-house, and during recess, no matter where the scholar may be.

EATING OUT-OF-DOORS is not allowed on the north side of Boylston Street, except on vacant lots of land.

GAMES ON SIDEWALKS are forbidden; and snowballing is limited to vacant lots of land where the snowballs will not go into the streets.

## DIPLOMAS

Are awarded on Promotion Day to those students who are present in person to receive them.

*Two grades in each department.*

No one is granted to a scholar who has had a zero mark in conduct during the year. See page 118.

### CLASSICAL DEPARTMENT.

THE FIRST GRADE is given to those graduates who are thoroughly prepared to enter College, and who have attended to the regular exercises mentioned on page 31.

THE SECOND GRADE is given to those graduates who are prepared to enter College, but who, in some slight degree, fall short of the requirements for the first grade.

### ENGLISH DEPARTMENT.

THE FIRST GRADE is awarded in two cases:—

1. To graduates who have taken all the studies of their class, passed examinations in every study, and had satisfactory marks in General Exercises. (See medal conditions.)

2. To graduates who enter the Institute of Technology without condition, and are satisfactory not only in the preparatory course for the Institute which is prescribed on page 52, but also in one of the following three things:—Both courses in Literature (instead of the choice allowed on page 52); Book-keeping; An additional language.

THE SECOND GRADE is awarded in three cases:—

1. To a student whose studies vary from the regular course, but who remains two years in the First Class, and does considerably *more* work than is required in that class.

2. To a graduate who substitutes Latin or two modern languages for an English Study.

3. To a graduate who meets the requirements of case 2 in the First Grade, with the exception of having one condition on entering the Institute.

Students from other schools who wish for a diploma, of any kind, must not only be a full year in the First Class and meet all the conditions, but must also pass the examinations of the Second Class.

If these extra examinations can be taken in class, without interference, no charge will be made; but if done out of class, for any reason whatever, the teacher is to be paid extra at the time of examination.

Non-attendance at Military Drill, for any one of the reasons stated on page 81, will be excused.

It will be seen that the Diplomas are not obtained merely by remaining in school a certain number of years, or by going over a given number of subjects or pages. They are certificates of honorable conduct, faithful work, and good scholarship. The fact that generally only a minority of the graduating class receive Diplomas is, in many cases, because some excellent scholars prefer special courses of study which do not meet the requirements for a Diploma.

Tuesday, June 27, 1882, Diplomas were given as follows:—

*Classical Course.*

ODIN B. ROBERTS,  
EDWARD E. ROSE.

*English Course.*

MAY B. CUMMINGS,  
LIZZIE MELLEEN,  
WALTER H. WATSON.

See p. 118 for prizes to be awarded under certain conditions to candidates who are successful in entering the Institute of Technology.



## MEDALS AND OTHER PRIZES.

At the public exhibition, given every January or early in February, medals and other prizes are awarded by the school, which afford no chance for improper emulation, since there is no limit to the number of prizes of the same grade. These prizes are simply certificates that a definite amount of work has been accomplished in the previous calendar year, and that, in proof of this, the pupil has carefully kept and formally presented his weekly reports for that year, accurate in all the business details required.

The persistent carefulness in business methods which a medal thus represents is often its best significance, especially in the case of scholars naturally heedless. Many pupils fail to take medals, from no lack in scholarship or in deportment, but from inexactness in complying with the medal conditions, or from not persevering for a whole year.

Certain prizes not given by the school are also awarded at the annual exhibition, as explained in the latter part of this chapter.

Candidates for the school prizes must have been members of the school for a full year, and must produce their Reports of the preceding year by Jan. 10. If reports are lost, duplicates will be furnished, if applied for within six weeks after the date of the report desired. Each pupil is responsible for getting back and keeping his own reports.

### REGULAR SCHOOL MEDALS.

Six grades of medals are awarded; three of gold and three of silver.

The *first gold medal* is awarded to those pursuing two or more languages, in addition to the English;

The *second gold*, to those pursuing one language besides the English;

The *third gold*, to those pursuing English studies only;

The *three grades of silver*, to those pursuing English studies only, but whose record is not high enough for them to claim the third gold.

Two forms of obtaining a medal are allowed: namely, by examinations or by recitations, the first of which is the more satisfactory, as it is the surer test of scholarship. The applicant must state on which form he bases his claim. Reeking partly on one claim and partly on the other will not be allowed.

**EXAMINATION CLAIM.**

I. Medals will be awarded on the average per cent. of examinations in each study through the year, according to the following table.

For the six grades of medals, the respective required percentages are in Each branch of Mathematics—90, 87, 84, 80, 75, 70.

Other English Branches, each, 83, 80, 77, 74, 70, 65.

Each Language, 80.

For the third gold medal or any one of the silver medals, 80 per cent. in Greek or Latin will be accepted in place of one English study that does not fall more than 15 per cent. below what is required in that study; and 80 per cent. in a modern language will be accepted in place of an English study that does not fall below 5 per cent. of what is required in that study.

In addition to the substitution, allowed above, of Latin or Greek for one English study, the entire omission of English Grammar by a scholar who studies Latin will not count against a medal, provided that the examinations in Latin average at least 60 per cent.

A student applying for a gold medal may, if he chooses, add the three branches of mathematics together and take their average; but in such case 5 per cent. higher will be required. Below the First Class, Defining and Reading may be counted together; and in the First Class all the examinations on all branches of English Literature may be added together and counted as one.

All other studies will be counted separately.

Examinations in Literature will include the course of out-of-school reading, as well as those authors regularly studied in class.

As this form of winning a medal is not intended to encourage alternations of idleness and cramming, no pupil can take the first *gold*, if he has had more than 10 deficiencies; the second, if more than 15; third, if more than 20; the first *silver*, if more than 25; second, if more than 30; third, if more than 35.

Four deficiencies in Spelling are allowed for each grade.

The marks to be counted as deficiencies will be the same as by the Recitation form of claim; but the omitted lessons on the excused absences need not be made up, while the unexcused absences will count one half as many deficiencies as they cause lessons to be lost. Absences through sickness will not be counted if the examinations which were lost have been made up.

Certain medals will also be awarded by

II. **General Averages.** (For the following medals under the Examination Claim, the averages are reckoned differently from those stated above, but other conditions remain the same).

**For Excellence in Special Departments,** a *third gold medal* is awarded to a scholar who does not take any other medal at the same exhibition, provided he has obtained the average percentage in that Department which is stated below, and at least 60 per cent. in every other Department:—

(1) Classical Department: Latin, Greek, and one Modern Language, 85 per cent. (2) Mathematics, 95 per cent. (3) Literature, 90 per cent.; with an average of 6 credits in Composition and  $5\frac{1}{2}$  in Declamation.

To have taken a third gold medal previously under the usual mode of claim will be no bar to this special claim.

**In Grammar School Department,** the *first silver medal* may be taken by an average of 90 per cent. on all regular English studies, counted together, provided no branch falls below 60. This medal cannot be taken in this way by a scholar who has previously taken the same grade of medal by any form of claim; nor can it be taken twice in this way by the same scholar.

**In High School Department,** the *second gold medal* (when Latin is studied, or two modern languages) may be taken by an average of 90 per cent. on all studies, counted together, provided no branch falls below 60. This medal cannot be taken in this way by a scholar who has previously taken the same grade of medal by any form of claim; nor can it be taken twice in this way by the same scholar.

**Candidates for the Institute of Technology** may take a *second gold medal* under the conditions on page 118.

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The same grade of medal may be taken again under the Examination Claim provided there is a gain of at least 10 per cent. on the lowest study of the previous year, and at least 1 per cent. on every other study.

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#### RECITATION CLAIM.

The *first gold* allows no deficiencies, except 4 deficiencies in spelling.

The *second gold* allows no deficiencies but 4 deficiencies in spelling, unless the scholar has both Greek and Latin, in which case there may be 5 additional deficiencies in all branches taken together, and if he has Latin and a modern language, there may be 3 deficiencies.

The *third gold* allows only the 4 deficiencies in spelling, except that 5 deficiencies in any branch may be allowed for Greek or Latin, and 3 deficiencies for a modern language.

The *first silver* allows 5 deficiencies.

The *second silver* allows 10 deficiencies.

The *third silver* allows 15 deficiencies.

Each of the three grades of silver admits in addition the same allowances as the third gold.

**Deficiencies.**—All marks less than 4 for lessons, deportment, or attendance.

In the First and Second Classes a 4 will be counted deficient in Abstract, Composition, and Declamation.

**Allowances.**—When a pupil studies Latin, the omission of English Grammar is no bar to a claim for a gold medal, *provided*, that in Latin there are not more than 10 deficiencies.

A scholar studying two languages, one of which is Latin, may omit both Grammar and Defining on the same conditions as the above.

**Absences**, where medals are concerned, will be excused only on account of illness, death of a near relative, attendance at church with one's family, marriage of a near relative, attendance at the college graduation or class day of a brother or sister; and in case of out-of-town pupils, a storm of such severity as to make attendance impossible: the lessons in the last three cases to be made up.

**Caution** is here given to medal candidates, about *losing any lesson by early dismissal*; as, even with parents' sanction for it, such absence from recitation will be considered a deficiency, unless it can be excused for one of the reasons just specified.

**Reports presented for Inspection**, besides proving the scholarship necessary for the grade of medal which is claimed, must show that the following details have been attended to throughout the year. All altered marks for absence, tardiness, or deportment, also all absences and excused lessons, must have against them the signature of one of the Principals or of the Class Superintendent; all altered recitation or examination marks must have the signature of the teacher who heard the lesson, or of the Class Superintendent.

These signatures must be obtained within one week from the time the Report is received, otherwise the mark must count as a deficiency.

**Reductions.**—A pupil having many lessons marked 4 (which number denotes a merely passable recitation,) will receive a medal one grade lower than the scale indicates..

A pupil who is absent fifteen days during the year will receive a medal one grade lower than otherwise; if absent twenty days during the year for any reason whatever, he cannot take a medal under the Recitation Claim, but may under the Examination Claim.

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Under the Recitation Claim, the same grade of medal cannot be taken twice.

### OTHER SCHOOL PRIZES,

Not covered by either of the two regular claims already explained.

**Two Years' Course.** A scholar who remains two years in a class, and whose work, so far as taken, comes up to the medal requirements, may

a. For the first year have an appropriate *book prize*, and, for the second year, a *medal*, one grade lower than the sum of the two years' reports would give him; or

b. He may make no claim the first year, and, at the close of the second, he may present his reports for the two years, proving that he has done one full year's work, and may receive the *regular medal* that certifies that he has accomplished that amount of work.

**Special Prizes**, usually books, are sometimes awarded to praiseworthy pupils who, from sickness or some other unavoidable cause, are not strictly entitled to medals.

Similar prizes may be given, also, for excellence in Penmanship, Drawing, Attendance, or other specialty, to pupils not entitled to the regular medal for "Excellence in Special Departments" (see page 115). Candidates for special prizes must take all the regular studies of their class, unless unusual work on languages more than balances the omission of any English study.

For **Military Prizes**, see next section and also page 84.

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### REGULAR MEDALS, NOT GIVEN BY THE SCHOOL.

The *Sergeant's Silver Medal* is given by the Class of 1876, to the sergeant who shows the best drill at the annual exhibition, as decided by an outside committee of military officers.

A *Gold Medal for English Composition* may be awarded by a committee chosen by the Thayer Association from its own members.

#### **Conduct Prizes:—**

a. *The Gold Medal of the Chauncy-Hall Association* is given by former members of the School, who graduated many years ago, to the boy in the Upper Department who is considered by his schoolmates to be the best boy. This is decided by ballot, whose count is not announced before the delivery of the medal. At the last exhibition, an equivalent book-prize was also awarded among the girls, by their own Literary Association of 1882.

b. *The Founder's Medal (silver)* is awarded in the same manner to the best boy in the Primary Department, a fund having been left for the purpose by the late GIDEON F. THAYER, the founder of Chauncy-Hall School.

No member of the school knows beforehand who it is that will receive any of these four prizes which are matters of competition. But the prizes *awarded by the school*, which are unlimited in number, are freely announced, as soon as careful examination has been given to the applications for them.

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Prizes for entering the **Institute of Technology** without condition.

On Promotion Day, a student who has been in school the whole of the year, and has passed successfully in all the requirements at the last previous examination for entrance to the Institute,—but who, not having followed the regular course of study, is not entitled to a diploma,—may receive a *book prize*, provided his work has been satisfactory in the course prescribed on page 52.

A *second gold medal*, under the Examination Claim, will be awarded to a scholar who, having entered the Institute without a condition, and not having taken a medal at the previous Exhibition, proves a claim for the school year corresponding to the claim at Exhibition for the calendar year.

If he has not been here more than two years, he must also be examined in American and English History. This last condition applies also to an old scholar who cannot prove that his work was satisfactory in History when he pursued that study in the Fourth and Third Classes.

If these extra examinations can be taken in class, without interference, no charge will be made; but if done out of class, for any reason whatever, the teacher is to be paid extra at the time of examination.

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### Good Conduct required for Prizes.

*All prizes, regular and extra, are on condition that there is no zero mark for conduct.* The zero mark is given only for what is low or mean; such as foul language or actions, falsehood, cheating, bullying, truancy, deliberate or persistent disobedience or impertinence, &c.; in short, such conduct as on the second offence causes expulsion.

### Scholarship for long continued Good Conduct.

A pupil whose seventh year in the Upper Department has been satisfactory in conduct, attendance, and scholarship, may remain after that time, without charge for English branches, so long as the same three conditions are fulfilled; and the tuition for languages will be only half the rates charged for special students.

Within the last three years, four scholars have availed themselves of this privilege.

# MEDALS AND OTHER PRIZES FOR 1882.

AWARDED FEB. 13, 1883.

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## I.—Regular Medals given by the School.

*First Gold.*

ARTHUR T. BRADLEE.

*Second Gold.*

CARROLL N. BROWN, EDGAR BURRAGE.\*

*Third Gold.*

NELLIE D. CLOUGH, CLARA H. HOLLIS,  
HATTIE CROSBY SIMONDS.

*First Silver.*

LUCY A. ANDREWS, HARRY C. HILL,  
CHARLES O. RICHARDSON, FRED P. ROYCE,  
FANNIE L. TUFTS, BLANCHE B. WALKER,  
HENRY C. WATERMAN.

*Third Silver.*

HARRY T. SHERMAN, GUY W. WALKER.

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## II.—Special Prizes given by the School.

\* *Book (Rank of Second Gold Medal).*

HARRIS O. POOR.

*Improvement and Excellence in Penmanship.*

CHARLES W. PRENTISS.

*Punctual Attendance (for ten-and-a-half years).*

WALTER AUSTIN.

*General Scholarship.*

ALICE M. WALTON, MYRON A. LOCHMAN.

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## III.—Other Prizes. (Not given by the School.)

*Silver Medal, Class of 1876. Best Drilled Sergeant.*

DEXTER F. FOLLETT.

*Gold Medal, Thayer Association.*

*English Composition.*

KATE B. RUNKLE.

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## PRIZES FOR CONDUCT.

(a) *Gold Medal, Chauncy-Hall Association.*

JOAQUIN J. SOUTHER.

(b) *Book. Girls' Literary Association.*

KATE B. RUNKLE.

(c) *Founder's Medal. (Primary Department.)*

WAVERLEY T. WONSON.

## THE SOCIAL LIFE OF THE SCHOOL.

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THE School is eminently a happy one, having very few discontented members. This condition is very gratifying, because it has not been brought about by lax discipline or by toleration of idleness. One way in which this pleasant state of things is shown is in the formation of so many associations for amusement. Some of the scholars who stand the highest in Languages, in Mathematics, and in English Literature, and—what is still better—in character, are found among those who are the most active in the different athletic sports or other amusements.

## LIST OF SOCIETIES AND CLUBS.

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### FOOT-BALL CLUBS.

#### FIRST ELEVEN.

*Captain*, FRED J. ALLEY.

*Secretary*, JOAQUIN J. SOUTHER.

H. SOUTHER. F. AUSTIN. HARVEY. POTTER. W. AUSTIN. PUTNEY.

J. SOUTHER.

COLE.

ALLEY.

HALL.

ROBINSON.



## SECOND ELEVEN.

*Captain*, FREDERIC H. BRIGGS.*Secretary*, CHARLES W. SABINE, JR.

POLLARD. McMAHON. WATSON. BREWER. BUSWELL. FORRISTALL.

WHEELER.

BRIGGS.

SABINE.

FISHER.

LANE.

## BASE-BALL NINE.

*Captain*, FRED J. ALLEY.*Secretary*, JOHN S. PRATT.Pratt, *p.*Alley, *c.*J. Souther, 1 *b.*Robinson, 2 *b.*Powell, 3 *b.*Wood, *s. s.*Voorhies, *l. f.*Putney, *c. f.*Potter, *r. f.*

## SECOND NINE.

*Captain*, GEORGE H. WHEELER.*Secretary*, CLARENCE A. BARNES.BARNES, *p.*COLE, *c.*WHEELER, 1 *b.*JAMES, 2 *b.*HITCHINGS, 3 *b.*HAVEN, *s. s.*BIRD, *l. f.*BREWER, *c. f.*POLLARD, *r. f.*LANE and HALL, *subs.*

## ATHLETIC CLUBS.

## THIRD NINE.

*Captain*, LYNDON D. GURNEY.*Secretary*, DEXTER F. FOLLETT.

FIELD, *p.*  
 GURNEY, *c.*  
 SNOW, 1 *b.*  
 GRIFFING, 2 *b.*  
 BUTLER, 3 *b.*  
 OTIS, *s. s.*  
 CALDWELL, *l. f.*  
 SPRING, *c. f.*  
 FOLLETT, *r. f.*

## FOURTH NINE.

*Captain*, ARTHUR H. ALLEY.*Secretary*, EDWIN C. SMITH.

Alley, *p.*  
 Sargent, *c.*  
 Newton, 1 *b.*  
 Colby, 2 *b.*  
 Guernsey, 3 *b.*  
 Kent, *s. s.*  
 Smith, *l. f.*  
 Bowker, *c. f.*  
 Park, *r. f.*

## LACROSSE CLUBS.

## FIRST.

*Captain*, FREDERIC H. BRIGGS.*Secretary*, MALCOM B. COLE, JR.*Treasurer*, FRED. J. WOOD.

## SECOND.

*Captain*, HENRY G. BRADLEE.*Secretary*, CHARLES O. RICHARDSON.*Treasurer*, HENRY L. CALDWELL, JR.

## NATURAL HISTORY CLUB.

*President*, CHARLES F. STAHL.*Secretary*, JAMES S. PRAY.*Treasurer*, CORINNE D. GRILLEY.

## DEBATING SOCIETY.

*President*, HARRY T. SHERMAN.*Vice Pres.*, EDWARD C. ALBREE.*Secretary and Treasurer*, MYRON A. LOCHMAN.

*Executive Committee*, { MARY W. DOVE.  
 H. MANLEY LANE, JR.  
 FRED. J. WOOD.

## THE "COLLUDITORES."

*President*, ALBERT L. CUSHING.*Secretary*, MAUDE M. NICKERSON.

## CHAUNCY LYCEUM.

*President*, FRED H. DAY.*Vice-Pres.*, JOAQUIN J. SOUTHER.*Secretary*, ANNA S. FROTHINGHAM.*Treasurer*, ADA L. LANGLEY.

The many vacant lots of land near the school-house afford play-grounds of a size seldom found in a large city.

An extra recess is often given to those scholars who have perfect lessons, on condition that the time is spent in some active game.

On Friday afternoons, from three to half past four o'clock, informal dances are frequently held, without eating, or expense, or extra dressing. Some teacher is always present on these occasions.

## IMPROVEMENTS.

THE following list of improvements is made especially for former pupils, but it may have some value also for other readers in showing the different ways in which the school has increased its care for its members. It will be seen that the growth has been in accordance with "*the surer and wiser system of taking what was good as a foundation, and gradually enlarging and building upon it,*" so admirably stated by Mr. Cushing four years ago. (See page 104.)

**INCREASE OF TEACHERS.**—As the school was absolutely full last year, no increase in pupils can be reported, to call for the same increase of teachers as in past years; nevertheless, in order *to give to each scholar even more attention* than ever before, there have been appointed four additional teachers—two men and two women. This makes the whole corps number thirty-four, besides a Secretary, of whom all but five give full school-hours to their work.

**MORE RECITATION ROOMS.**—Since Thanksgiving, additional rooms in the Mechanics' Building have been in use, to admit of a still more thorough sub-division of the classes. But first, circulars of inquiry were sent to all the parents; and no pupil was assigned for any recitation in these extra rooms whose parents, for any reason whatever, preferred to have him remain in a section always reciting in the school building.

**TELEPHONE.**—The telephone presented to the school last summer has proved an especial convenience to

families living in suburban towns, and to busy fathers in the city, who by its means can so easily confer with any of the teachers.

PURE WATER.—The large and expensive new filter purifies *all* the water *on its entrance to the building*. In these days, when the water-supply in cities is of so questionable character, those parents who take so much pains to procure good water for their children at home will be glad to learn that their efforts for this run no risk of counteraction at school.

ADDITIONS TO THE REFERENCE LIBRARY have been made, some of them by gift; and the library has never been so much used as this year. Besides its direct benefit, its value in stimulating interest in standard literature can scarcely be over-estimated. Many a pupil who goes to it in haste, for a date or a name, returns at his earliest leisure to read some book that had caught his eye, of whose existence, even, he had not known before.

An efficient auxiliary to the library has been found in

PICTURES, carefully selected for their bearing on history, geography, and literature. This year, the collection has been enriched by a portfolio of valuable photographs of Greek art, as a Christmas present from the First Class (still in school), and by various other photographs, some of them framed, the latter including gifts from individual members of the school.

A GREATER FLEXIBILITY IN THE MEDAL SYSTEM has been obtained; so that, without the slightest lowering of scholarship, there is a wider recognition of diverse capabilities.

As this catalogue falls into the hands of many old scholars who will remember their difficulty with "*In-*

*terferences,*” especially in languages, they will be glad to learn that this trouble has so far been obviated that there is now

NO LOSS OF ANY LESSON on account of interference of one exercise with another. The increase in the corps of teachers enables extra lessons to be given at fixed hours; and in French there are three extra teachers for this very purpose. Among the changes for the better during the past few years, one of the most marked has been the

IMPROVEMENT IN FRENCH.—Formerly one teacher, who did not remain after school hours, had the entire charge of the French. Now three teachers, who hear no other lessons, are here all of school hours, and two of them remain till three o’clock. Besides these, a fourth teacher spends an hour a day in French conversation; and there has been an average of more than three hours a day given by other teachers. See p. 56.

TAKING NO PUPILS FOR LESS THAN A YEAR, except special students requiring no permanent desk, has proved a benefit in keeping out a kind of transient pupils undesirable in any school.

SUPERINTENDENTS.—The appointment of superintendents of the different classes, as explained on page 9, has been a great help. This arrangement will be carried out still more effectively next year.

## INTRODUCTION

TO THE

## LOWER DEPARTMENTS.



*One of the most agreeable features of the school is the long time that some of the pupils remain, entering the Kindergarten between three-and-a-half and five years of age, and gradually passing through the different departments until they are young men or women. The school thus becomes a second home to them; as they grow up under the same general influences, in the care of teachers who do everything, consistent with thorough discipline, to make the memory of the years spent here a pleasant one through life.*

*The greater part of the new catalogue is mostly devoted to the older scholars; but the especial attention of all readers—whether parents or not—is called, in the next few pages, to the manner in which a “firm and ample base” is laid “strong and sure,” for proper growth of body and mind.*

*“ In the elder days of Art,  
Builders wrought with greatest care  
Each minute and unseen part ;  
For the Gods see everywhere.*

*Let us do our work as well,  
Both the unseen and the seen ;  
Make the house, where Gods may dwell,  
Beautiful, entire, and clean.*

*Build to-day, then, strong and sure,  
With a firm and ample base ;  
And ascending and secure  
Shall to-morrow find its place.”*

LONGFELLOW.





# The Care and Instruction

OF

## YOUNG CHILDREN.

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*A sound mind in a sound body.*

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PRIMARY DEPARTMENT.

FOR YOUNG BOYS AND GIRLS.

FIFTY-SIXTH YEAR, SEPT. 19, 1883.

*Beginning a week later and closing, except for the first class,  
a week earlier than the Upper Department.*

FIFTY PUPILS, - - SEVEN TEACHERS.

PARENTS, who have a child that is now in some poorly ventilated school-room, breathing vitiated air with fifty-five other children, or that is in some small school in a private house not ventilated at all, are invited to examine the room on the lower floor of this building, appropriated to the Primary Department, and to see the arrangements made for the physical, intellectual, and æsthetic needs of little children. It will be found that minute attention is given to the following things:

(a) **Care of the Body in**

1. The abundant supply of pure air, without opening a window in cold weather, even at recess time;
2. The constant drawing off of impure air, at a heavy expense;
3. Temperature that seldom varies over two degrees, except in summer [and in the warmest weather the house is remarkably cool, notwithstanding the next statement];
4. The dryness, not only of the school-rooms but of the basement floor, ensured by fire that is kept *day and night throughout the year*, excepting only the first two-thirds of the summer vacation. (See p. 63.)
5. Examination of the drainage and plumbing twice a year by a sanitary expert;
6. Ample space. [The room would easily accommodate twenty more children than are ever allowed to be present.]
7. Seats whose backs were planned by high medical authority;
8. Carefully-regulated light;      9. Cleanliness;
10. Sunshine.

So much for the physical nature, to enable the child to receive easily

(b) **Intellectual and Æsthetic Training through**

1. Cheerful and tasteful surroundings;
2. Little memorizing;

3. The beginning of French in a natural manner, while the vocal organs are flexible;

4. A corps of teachers so very large that the special needs of each child receive attention.

Miss NICKERSON, the head teacher, has had a very long experience, and, being gifted with a motherly, gentle way of managing, has an admirable influence on her pupils.

She has the rare power of doing thorough work without insisting on rigid discipline; so that, year after year, she promotes classes to the Upper Department, well grounded in their studies and yet not weary in mind or body.

Besides Miss NICKERSON, there are special teachers in the following studies:

|                           |             |
|---------------------------|-------------|
| FRENCH,                   | GEOGRAPHY,  |
| DRAWING,                  | PENMANSHIP, |
| SINGING AND CALISTHENICS, | READING.    |

The hours are from 8.45 to 1.45, except for the youngest children, who are dismissed an hour or more earlier. Half an hour is allowed for recess.

LUNCHEONS.—In addition to the half-hour recess, fifteen minutes are allowed for lunch, the boys taking theirs in the school-room, at tables provided for the purpose, under the care of the head teacher, and the girls taking theirs in a warm, sunny play-room.

The terms are very low; see page 132.

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Every seat in the Primary Department for the fifty-fifth year now closing was taken the opening week. The large class to be promoted June 26 will make some vacancies for next September; but parents intending to apply are reminded that the number of pupils allowed is limited.

Many young children come to escape the damp basements, bad air, and open windows from which they have previously suffered, though generally through no fault of their teachers, in the best of the public schools.

**Parents are cordially invited to visit the school before leaving town, so as to see it in full working order.** One of the most interesting exercises is the French lesson at 9 o'clock.

The house is open from 8.30 to 3.30, except on Saturdays, when it is open from 9 to 11. Teachers and Physicians are especially invited to call.

Parents who have CHILDREN FROM NINE TO ELEVEN years of age, sufficiently advanced to enter the lowest class in the upper department, will find on page 59 a sketch of what is done for this class.

**EXERCISES.**

Daily Oral Lessons in French;  
 Oral Lessons in Botany;  
 Reading;  
 Singing;  
 Spelling;  
 Swinton's Word Book;  
 Colburn's First Lessons;

Arithmetic, in which the First Class  
 go through long division;  
 Harper's Geography;  
 Drawing;  
 Penmanship;  
 Calisthenics;  
 Recitations of Poetry.

**TUITION FOR 1883-4.**

\$88 a year, payable semi-annually before Nov. 1 and March 10.

No pupil received for less than a year, except that if vacancies occur after Nov. 1, pupils will be received for the remainder of the year, and will pay only for such remaining portion, but their bills for this time will be paid within two weeks after entrance.

**SICKNESS.** If a child, whose bill has been paid, is incapacitated through sickness from attending during the remainder of the year, and some other child,—as is generally the case,—is ready to fill the vacancy, the money received from such substitute, except five dollars, will be returned to the parent whose child is withdrawn.

Books and Stationery, two dollars a half-year, or any less time.

*A large deduction is made to teachers and clergymen, and to officers of the army and navy.*

[For terms of Kindergarten see page 136.]

**TEACHERS.**

MISS SUSAN D. NICKERSON,  
*Arithmetic, Botany, Reading, Spelling.*

MISS ALICE E. HOLDEN,  
*Drawing.*

MISS MARY E. PEIRCE,  
*French.*

MISS LOUISE L. BROCKWAY,  
*Singing.*

MRS. MARION ENDICOTT BROWN,  
*Geography.*

MISS CARRIE L. SHATTUCK,  
*Penmanship and Calisthenics.*

MISS JEANNIE EVANS,  
*Reading and Geography.*

Monthly reports of lessons and conduct are sent to parents.

**PUPILS.**

| Names.                       | Residences.       |
|------------------------------|-------------------|
| William H. Allen, Jr., . . . | Wellington St.    |
| Henry Batcheller, . . .      | Boylston St.      |
| Charles W. Bradlee, . . .    | Beacon St.        |
| Julius H. Baer, . . .        | Columbus Av.      |
| Harry E. Benson, . . .       | Roxbury.          |
| Emott D. Buel, . . .         | New York.         |
| Elliot N. Burwell, . . .     | } Church St.      |
| Arthur S. Burwell, . . .     |                   |
| Lansing T. Bement, . . .     | } Newbury St.     |
| Bertha T. Bement, . . .      |                   |
| Blanche C. Chipman, . . .    | Hotel Edinburgh.  |
| George W. Crawley, . . .     | Boston Highlands. |
| Constance J. Cushing, . . .  | Newbury St.       |
| Charles E. Currier, . . .    | Quincy House.     |
| Albert Daigneau, . . .       | } Ashburton Pl.   |
| Arnold Daigneau, . . .       |                   |
| George E. DeMeritte, . . .   | Hyde Park.        |
| Roland B. Dixon, . . .       | Boylston St.      |
| Henry C. Doolittle, . . .    | Lafayette Hotel.  |
| Henry Endicott, Jr., . . .   | Newbury St.       |
| Frederic P. Gay, . . .       | Dartmouth St.     |
| Frank G. Hall, . . .         | Beacon St.        |
| George M. R. Holmes, . . .   | Marlboro' St.     |
| Arthur Hunt, . . .           | Tremont St.       |
| Luke F. Jacobs, . . .        | Temple St.        |
| Lulu A. Johnson, . . .       | Lyman St.         |
| Charles LeMoyne, . . .       | Hereford St.      |
| Warren A. Lord, . . .        | Newbury St.       |
| Sarah E. MacDonald, . . .    | } Northampton St. |
| Donald N. MacDonald, . . .   |                   |
| Mary S. Maitland, . . .      | Malden.           |
| Allan B. Monks, . . .        | Dartmouth St.     |
| Albert H. Morse, Jr., . . .  | Concord Sq.       |
| Isidor Morse, . . .          | } Beacon St.      |
| Tyler Morse, . . .           |                   |

|                              |                   |
|------------------------------|-------------------|
| Ellen B. Newhall, . . .      | Newbury St.       |
| *Howard R. Perry, . . .      | Tremont St.       |
| Evie P. Reed, . . .          | } Hotel Vendome.  |
| Carrie D. Reed, . . .        |                   |
| W. Gwendoline Sandham, . . . | Tremont St.       |
| Roger L. Scaife, . . .       | Marlboro' St.     |
| Charles H. Schmitz, . . .    | Boston Highlands. |
| Herbert L. Shattuck, . . .   | St. James Av.     |
| Jessie Southard, . . .       | Marlboro' St.     |
| Addison S. Tirrell, . . .    | Zeigler St.       |
| Wm. Vandervoort Tripp, . . . | Dorchester.       |
| Helen H. Turner, . . .       | Warren Av.        |
| Jennie W. Waldron, . . .     | Boylston St.      |
| Melville E. Webb, Jr., . . . | Upton St.         |
| Ralph H. White, Jr., . . .   | Boylston St.      |
| Bessie H. White, . . .       | Oakdale, Dedham.  |
| Grafton Whiting, . . .       | Commonwealth Av.  |
| Creighton Williams, . . .    | Fort Wayne, Ind.  |
| Mary W. Winslow, . . .       | Beacon St.        |
| Waverley T. Wonson, . . .    | Columbus Av.      |

\* Deceased January 25, 1883.

No more than fifty scholars have been allowed at one time; although more than that number appear above, on account of substitutes that came to fill accidental or temporary vacancies.

  
 KINDERGARTEN.   


LITTLE children have always been received in the Primary Department at the age when they were able to begin to learn to read; but in September, 1874, for very young children of both sexes, a Kindergarten was opened from which, in due course, the pupils are promoted to higher Departments. This new Department begins that harmonious development of opening minds on which so much of the success of subsequent education depends. It takes the child when three or four years old and cultivates its faculties in the order of nature: first, by presenting to its perceptive powers appropriate objects and teaching it to observe and discriminate their color, size, proportion, weight, &c.; by going on from this, to reason about them and their qualities, and to receive the lessons which a cultivated ingenuity can draw from them; by having even the child's plays so arranged as to further the same objects; and finally, by endeavors to aid its mother by causing it to receive lessons in the elements of morality, in good manners, and in the proper use of language, from a gentle and cultivated teacher, instead of the first lessons of a very different description which are too often learned from its attendants in the nursery.

The amount that may be learned in this way from a proper teacher, before the child can read a letter and prior to what has usually been considered the school age, would surprise one who has paid little attention to the subject. It is not, of course, book knowledge, but a general arousing of the intellectual and moral powers and directing them to their appropriate objects. The advantage gained by children from this system is very perceptible when they begin the usual course in the primary school; as they profit, by the instruction given, much more promptly and easily than children who have had no previous training of the sort, while their general happiness has been very much promoted in the process. Some discredit has been thrown on the Kindergar-

ten system, by using the name for schools or collections of children who were not taught upon true principles, or upon any principles except to please them for the time being. Play, in some form, occupied most of the time in such schools, and all that their pupils carried to higher schools was a general restlessness and want of discipline. Fortunately, however, the system has able and zealous exponents in this country, who are training competent teachers to supply the demand for schools of this sort. To fill the position successfully requires a high order of ability, much general knowledge and culture, and refined and gentle manners.

The pupils of this department enter the building by the door for young ladies, and occupy a sunny room warmed in part by an open fire. They are **limited to fourteen**.

A mother sometimes hesitates about sending her little one, from want of understanding the difference between a Kindergarten and a School. In such cases, if there is a vacancy, the child may try the Kindergarten until all the chairs are permanently engaged, and, if the experiment is not successful, the child may be withdrawn on the payment of three dollars a week. The room is always open to visitors.

There is also an **ADVANCED CLASS** in this department, in which the pupils are taught the elements of Reading, Writing, Arithmetic, and French. It is not intended to do the regular work of a primary school; but to make the first steps in knowledge as easy and pleasant as possible, and to give an opportunity for "learning through doing" by devoting a portion of the time to the higher Kindergarten occupations.

The hours are from 9.30 to 12.30, except for the Advanced Class, who come at 9 o'clock.

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TUITION FOR 1883-4.

Below the first class: \$75, from Oct. 1, 1883, to June 6, 1884, payable Dec. 1.

First Class, \$88.00. This class has the higher Kindergarten employments, Reading, Writing, oral teaching in French, and Vocal Music.

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MISS LUCY WHEELLOCK, Kindergartner.  
MR. DANIEL BATCHELLOR, Music.  
MISS MARGARET B. BARNARD, French.



**PUPILS.**

| Names.                      | Residences.        |
|-----------------------------|--------------------|
| Henry W. Berthrong, Jr., .  | Arlington Heights. |
| Adela O. Cushing, . . .     | } Newbury St.      |
| Elizabeth H. Cushing, . . . |                    |
| Mabel DeMeritte, . . .      | Hyde Park.         |
| Julia M. Fairbanks, . . .   | Newbury St.        |
| Gertrude M. E. Haserick, .  | Commonwealth Av.   |
| Ruth Horton, . . . .        | St. James Av.      |
| Bertha A. Hunt, . . . .     | Tremont St.        |
| Elizabeth M. Kelley, . . .  | Chandler St.       |
| Jessie Langmaid, . . . .    | Boylston St.       |
| H. Mabel Martin, . . . .    | Montgomery St.     |
| Charles Alexander Newhall,  | Dorchester.        |
| Beatrice M. Reed, . . . .   | Hotel Vendome.     |
| Brainard Taylor, . . . .    | Newton.            |
| Gwendoline Woodbury, . . .  | } Berkeley St.     |
| Curtis P. Woodbury, . . . . |                    |

No more than fourteen pupils have been allowed at one time.

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